

First in a Series

THE STORY OF NET GAMES

Number One—Tennis

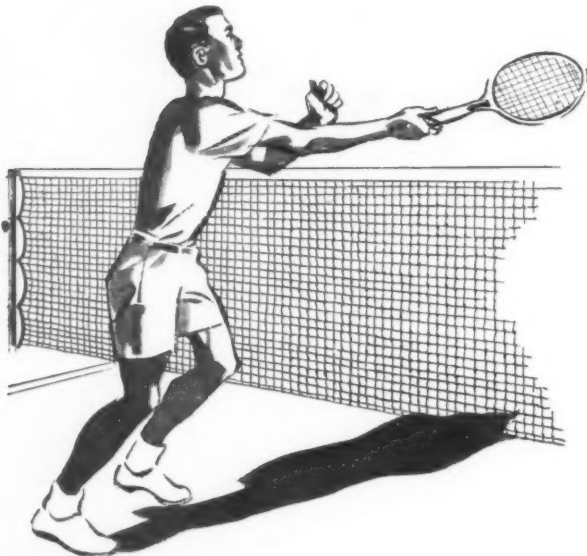
THE French were first to have a word for it. They called it "Le Paume"—the palm. In the 12th century they had a good time batting the ball to each other with the open hand. When the sting started interfering with their enjoyment, they donned gloves. Later a paddle was substituted and from this evolved the racket.

"Le Paume" was played indoors. When the French took it out of doors, they tried playing it against the walls. But it lost some of its flavor. One afternoon two players started volleying across a small earthen rampart. And that's how the net idea was born.

Outdoor tennis was superseded by the indoor game in the 13th century, when the King of France built the first honest-to-good indoor court. The indoor game became known as "Royal Tenez." This game flourished in France and England in the 16th and 17th centuries.

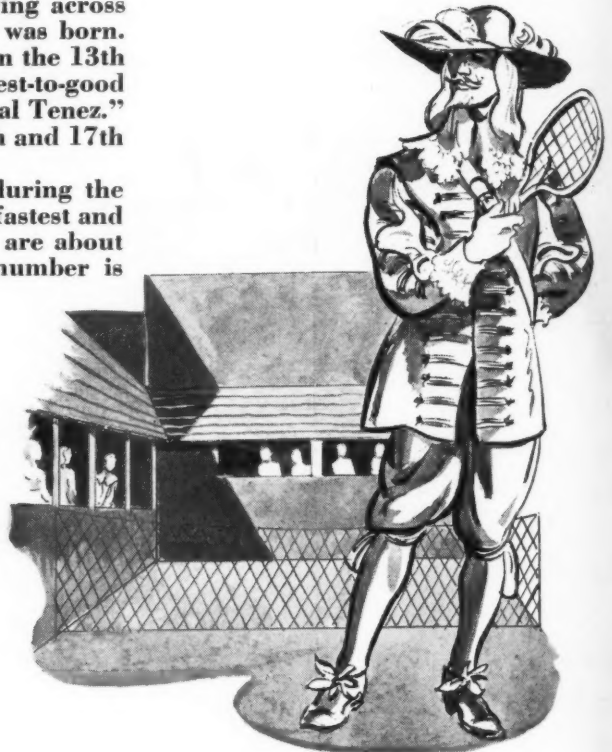
The modern outdoor game developed in England during the latter part of the 19th century. Today it is one of our fastest and most popular sports. In the United States alone, there are about 2,000,000 players and over 35,000 courts. And the number is growing all the time.

In the 20th Century



TENNIS

In the 16th Century



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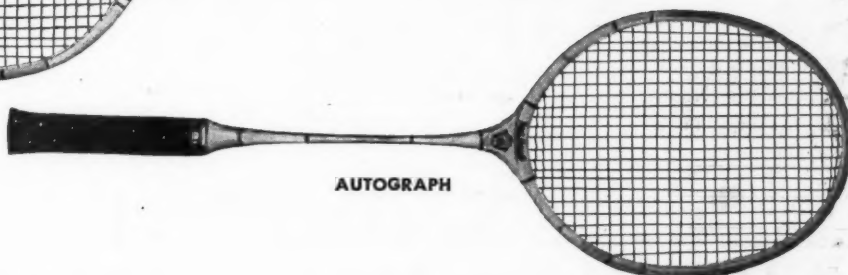
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Editor: OWEN REED

Advisory Editor: JACK LIPPETT

Assistant Editor: H. L. MASIN

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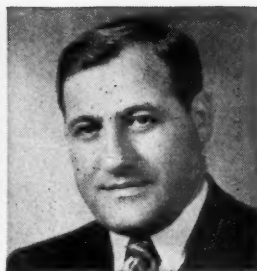
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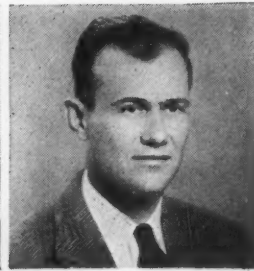
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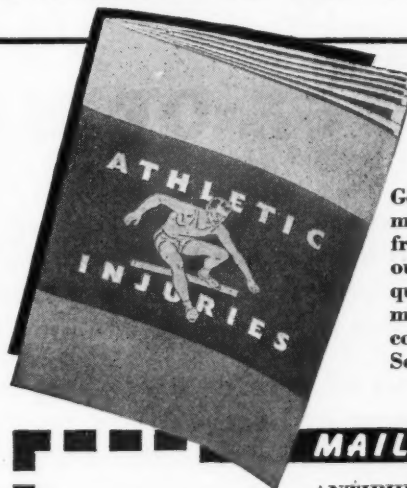
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AT THIS time a year ago our country was in the thick of a gigantic preparedness program. A great army was being molded, and aircraft, tanks, and other vital weapons were starting to roll off the assembly lines.

Today, we face grim realities. Our nation is engaged in the greatest war of all history. All our energies, all our resources are being mobilized to assure us of victory.

In this total mobilization, we have many armies. The Army carries the ball on land; the Navy on the sea; and the Air Forces in the air. Industry contributes the weapons and supplies.

None, however, is greater in size or potentialities for service than the Army of Education. It is this Army behind the front that must prepare our manpower of tomorrow, not only for the war but for the peace that follows. The better it does its job, the shorter the road to victory.

How precisely can our schools serve? First, there is the problem of physical training. It is no military secret that nearly a third of our early draftees was rejected for physical defects. That's one record our sports-loving nation can hardly point to with pride. There must be no repeat performances. And there won't be if we build the physical fibre of our future armies now.

Second, and even more urgent, is the need for technical training. Our Army today is an Army of specialists. Sixty-three of every 100 soldiers are assigned to duties requiring specialized training. We aren't getting anywhere near those 63 specialists through the induction centers. In our Army of 4,000,000, there is a shortage of 838,040 specialists!

The Army has neither the facilities nor the time to train all these specialists. The Army's chief job is to teach men to fight. The time to

train specialists is before their induction.

That's the job of our schools. Our schools and colleges must see that every boy and girl is given a specific

of aviation, navigation, mechanized warfare and industry.

3. Industrial art courses related to war needs, with special application to operation of machine tools.

4. Auto mechanics courses in cooperation with local garages and farmers, with emphasis on repair and operation of trucks and tractors.

5. More practical courses in cooking and sewing.

6. Physics instruction, stressing characteristics of mechanics, heat, radio, photography and electricity.

7. Revised social-study courses to impart knowledge of war aims and issues.

8. Units of study dealing with understanding of the armed forces, to lessen the time required for induction.

9. Pre-flight courses as outlined by the armed forces in the larger schools.

10. Instruction to give appreciation of the implications of the global concept of the war and post-war living.

Unfortunately it may be impossible to offer a model program for universal adoption. The many differences in our school setups militate against this. But every school can explore its own potentialities for service and do whatever it can. Many schools have already spliced some of these courses to their curricula. Others are rapidly following suit.

Scholastic Coach will hold up its end in the field of physical education and athletics. We will act as a clearing house for the exchange of successful program materials. An idea of the scope of this work may be gleaned from

the material in this issue on the West Point conditioning program. The coming issues will bring you other ideas from school, college, and military programs.

It may be that you can devote only one or two periods a day to this form of pre-induction training. It may be that you can devote your entire plant to it. But you cannot fail to take some action when victory depends upon you. We're all in the Army now.

Here Below



Corporal D. L. Dudley in Yank, the soldiers' newspaper

"This last obstacle develops will-power."

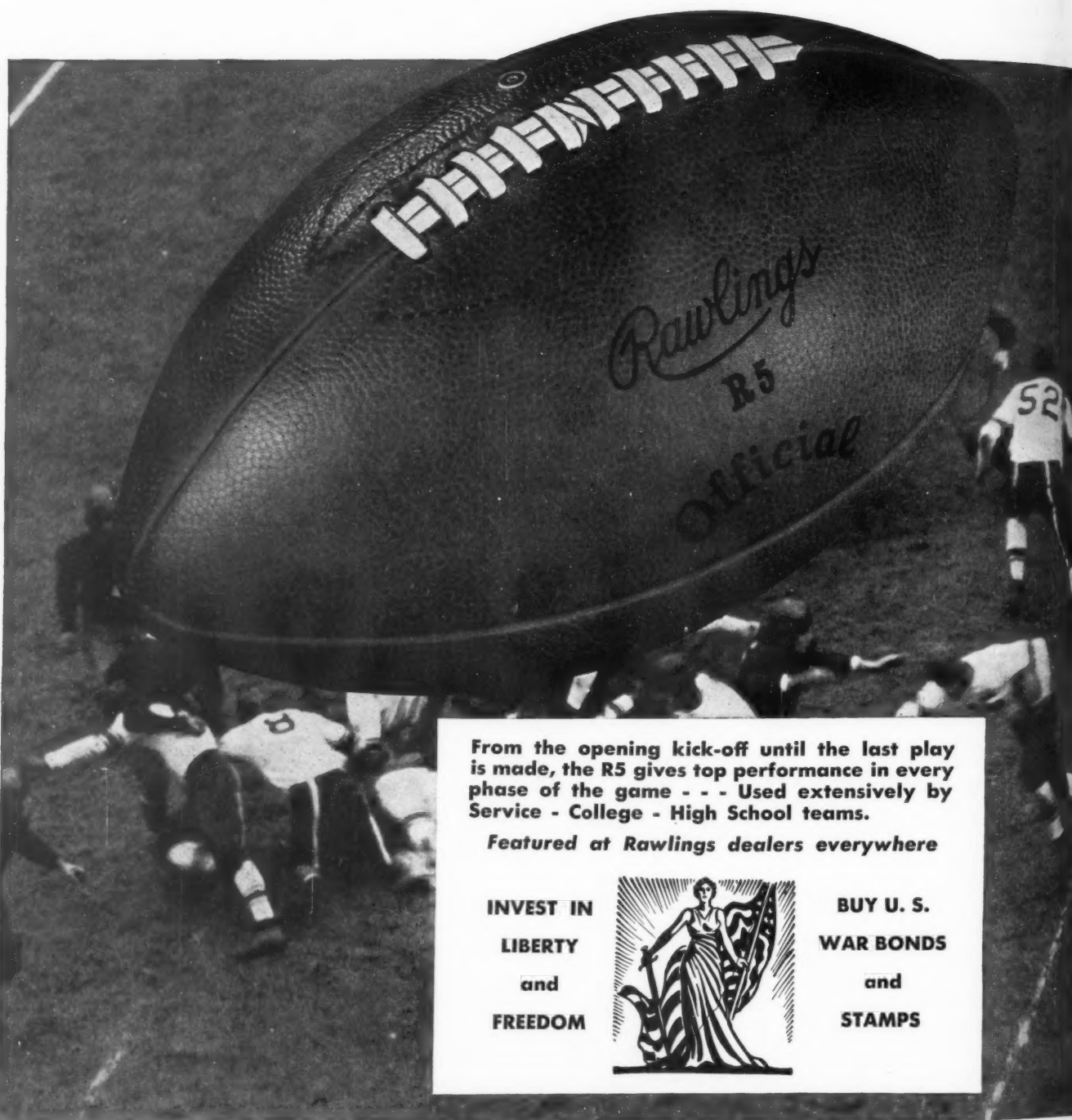
education for military or civilian participation in the war effort.

To accelerate the adjustment of educational agencies to war needs, eighty of our leading educators gathered late last month in the United States Office of Education and drafted this ten-point program:

1. Intensification of physical education and health programs in both elementary and high schools.


2. Emphasis on mathematics, especially problems drawn from the field

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WEST POINT'S NEW ASSAULT COURSE

By Captain William J. McConnell

This exposition is not an official release by the United States Military Academy, but the observations of the officer who taught the course this summer—William J. McConnell, Captain Infantry.

IN TIME of war, perhaps the chief problem of the military is absorbing the huge increase in manpower and accelerating their basic training. To this end every military course is carefully overhauled and, where possible, streamlined.

In the present conflict the United States Military Academy is proceeding in somewhat the same fashion. The cadet corps has been greatly increased. Insofar as the training itself is concerned, however, the changes haven't been of a revolutionary nature.

The program this year differs principally in the allotment of hours, the manner of presentation and, to some extent, in subject matter. Subjects related to combat are given preferential ratings. Plebes are gradually conditioned until after three weeks they are able to take such courses as bayonet, which customarily is not taught the first year.

The foundation or guiding principle of the plebes' training is the 13-week program used by the Army in its Infantry replacement centers throughout the country.

The Academy has condensed this program into eight weeks, with little pruning. The concentrated program is so carefully planned and so strenuous that it is being carried out almost in its entirety. In other words, the new cadet gets the same training as the newly drafted soldier, with instruction in cadet life thrown in for good measure.

Each subject is taught thoroughly with stress on its battle importance. Among the curriculum items are: physical training, defense against chemical attack, bayonet, grenades, field fortifications, extended order, tactics and techniques of the individual and the squad, dismounted drill, defense against air and mechanized attack, articles of war, care of clothing and equipment.

Also, marches and field bivouacs, building up to a 17-mile march with full field equipment followed by a review with full packs; technique of rifle fire, military courtesy and field sanitation.

One of the more interesting innovations is the assault course outlined on the next two pages. It de-

rives its name from the fact that the cadet uses the same weapons he would employ in actually assaulting an enemy. It is not a maneuver; it is hand-to-hand, too late for supporting fire. The man is on his own.

The object of the course is partly physical, partly tactical. It does not follow any Army manual in detail. The terrain and local conditions determine the layout.

The course is about 200 yards long. The cadet negotiates it as fast as he can, with emphasis on the proper use of his weapons. He carries: a combat pack weighing ten



Where shot-putting and baseball stand you in good stead—hand grenade-ing.

pounds, a rifle (nine pounds), a bayonet (one pound), two grenades (one pound each)—total weight, 22 pounds.

The obstacles overcome and objects assaulted are:

Hurdle, bayonet dummy, tunnel, trench with four dugouts, four-foot log hurdle, wire obstacle, seven-foot log wall, shell hole, bayonet dummy, demolished bridge, bayonet dummy, log wall eight feet high and three feet wide, shell hole, ditch filled with barbed wire, bayonet dummies, long bridge, fox holes (grenade targets), and target for rifle fire.

The trench is about 30 feet long with four side parts and two corners. On entering it, the cadet immediately meets a canvas door. He carefully avoids exposing himself before this aperture. He steps back into the corner and prepares a grenade, which he tosses through the bottom of the door.

He waits five seconds for it to explode and then investigates the dugout. He approaches a corner next. In turning it, he makes sure not to protrude his bayonet around the curve; he springs into an on-guard position facing the length of the trench. He perceives an entering channel and jumps into it, thrusting his bayonet into a dummy therein.

He then continues down the trench, watching the far end and hugging the wall on the side containing the next channel. A surprise target is thrust at him, representing an enemy looking around the corner about 20 feet away. The distance is too far for a bayonet thrust, so the man shoots from the hip. He straightens his left arm for the shot, using the heel of the hand to press the rifle down to a horizontal position.

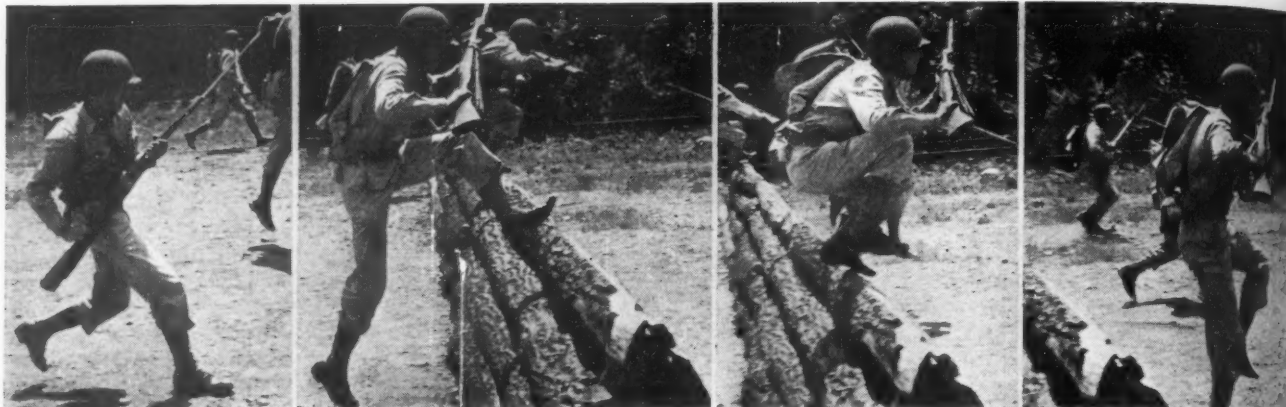
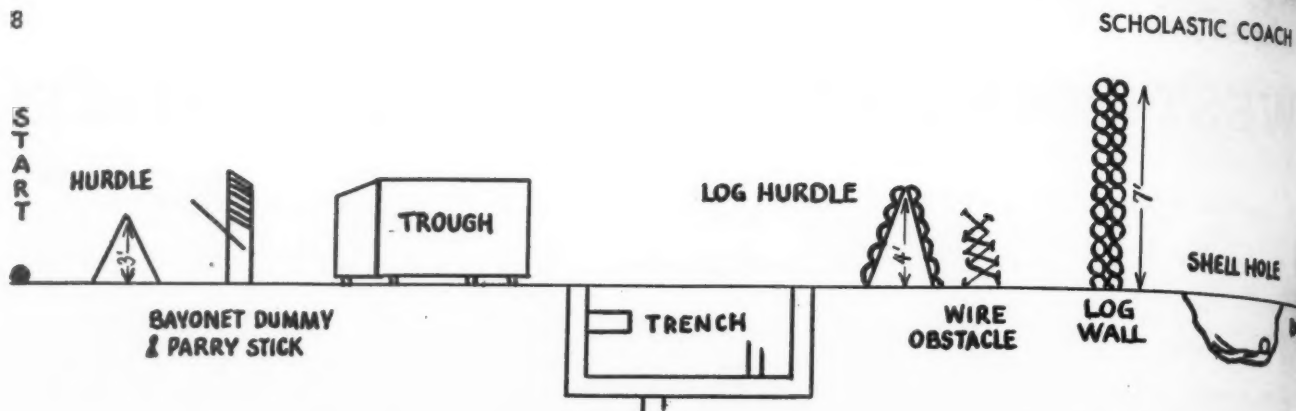
As he continues his progress, he is given a choice of weapons. He investigates the next channel and uses the bayonet. The following target is about six feet down a side trench. Either the bayonet or a shot from the hip is considered effective. The important thing is for the man to make a decision and execute it without hesitation. As a precaution, the man reloads before leaving the trench.

The grenade is thrown principally for accuracy. At the end of the course there are four fox holes at which the grenades are tossed. The standard fragmentation grenade weighs 20 ounces, has a bursting radius of 30 yards, and throws fragments at dangerous velocity for 200 yards. There is also a gas grenade which weighs 17 ounces, but this is mostly used for riots, etc.

The grenade can be hurled about 70 yards by a strong man, but they are intended for ranges under 50 yards.

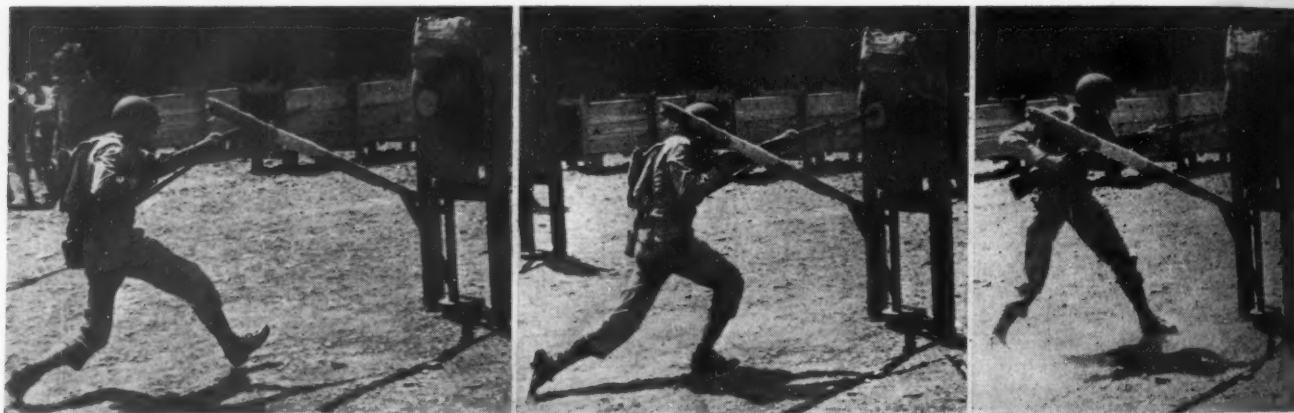
This assault course is not to be confused with the obstacle course at West Point (see page 10.) Both have distinct identities.

• • • Turn over for pictures of the assault course.



HURDLE: It's one step and over this first obstacle, a three-foot log barrier. The men (in waves of four) carry

twenty-two pounds of equipment, including the latest type of field helmet, Garand rifle and combat pack.



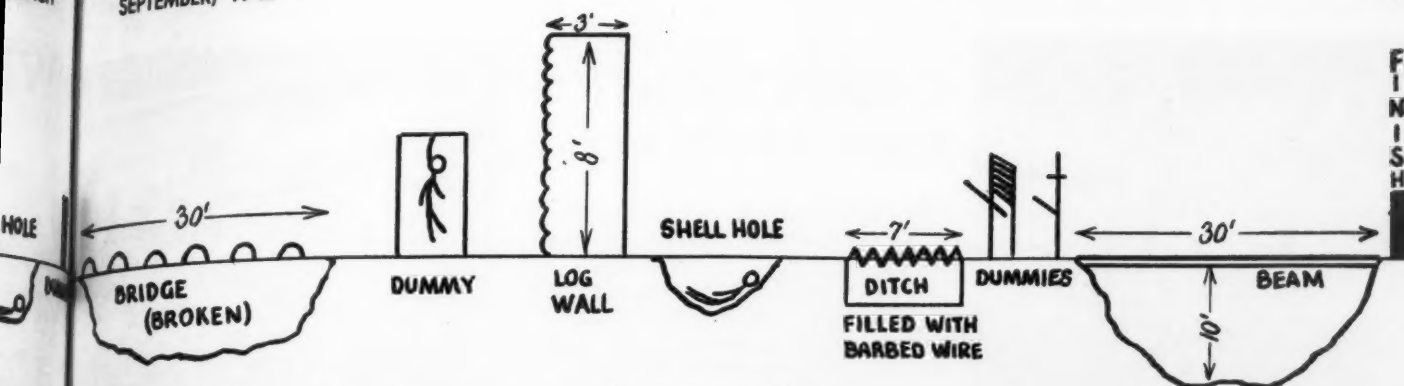
BAYONET DUMMY: The projecting pole is known as a parry stick. The cadet parries this with his rifle; then,

with the same swift motion, steps inside and thrusts his bayonet squarely into the heart of the target.



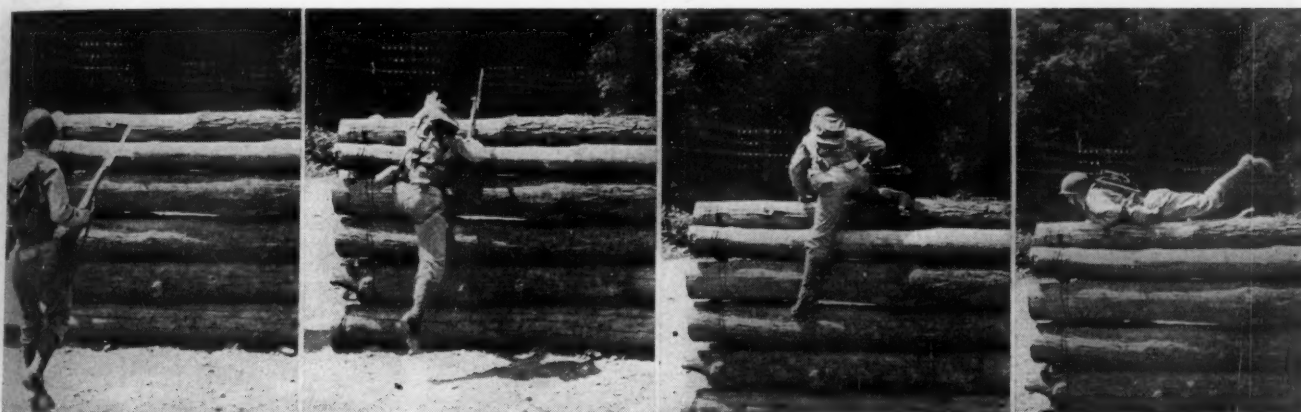
TUNNEL: The main idea is to scurry through the trough in full control of your body balance and equipment.

TRENCH: After rolling a grenade under the canvas door, the cadet waits for the explosion (first picture) and then investigates—with rifle up and ready to operate on any surviving property owners (second picture).



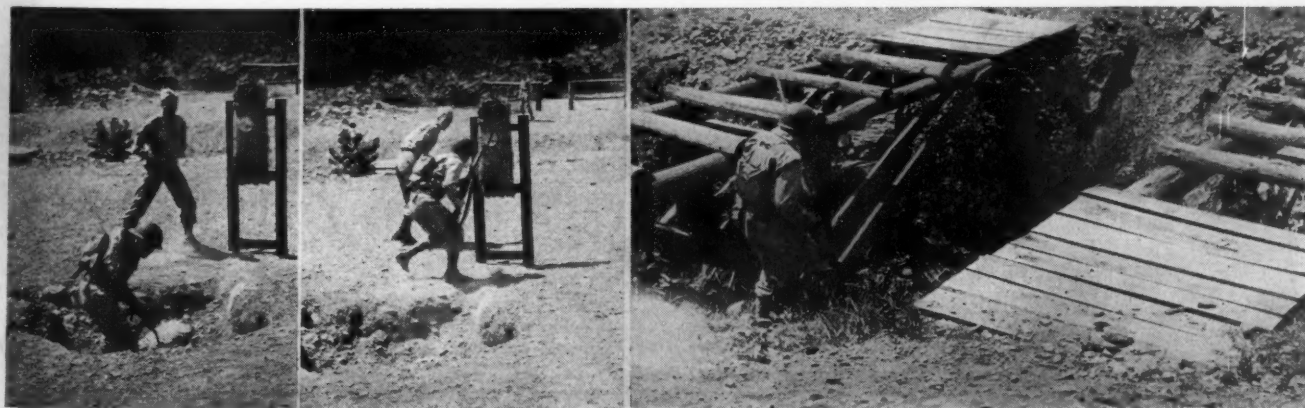
CORNER TURN: At left, the on-guard position facing the length of the trench. Right, ready for a quick pot-shot at a surprise dummy up ahead.

LOG HURDLE: This four-foot hurdle would give a goat a good workout.



LOG WALL: Call for Cornelius Warmerdam! Vaulting this seven-foot barrier while carrying a rifle is no

cinch—especially after a workout in the trench. Note how the man keeps his rifle ahead of him all the time.



SHELL HOLE: After leaping into the hole and bayonetting an "enemy", the cadet jumps out and repeats the performance on a dummy just a few yards ahead.

DEMOLISHED BRIDGE: At the cadet's approach, the instructor yells, "In the gully!" or "Over the bridge!" (This completes the first 10 of the 18 assault points).

CONDITIONING WEST POINT STYLE

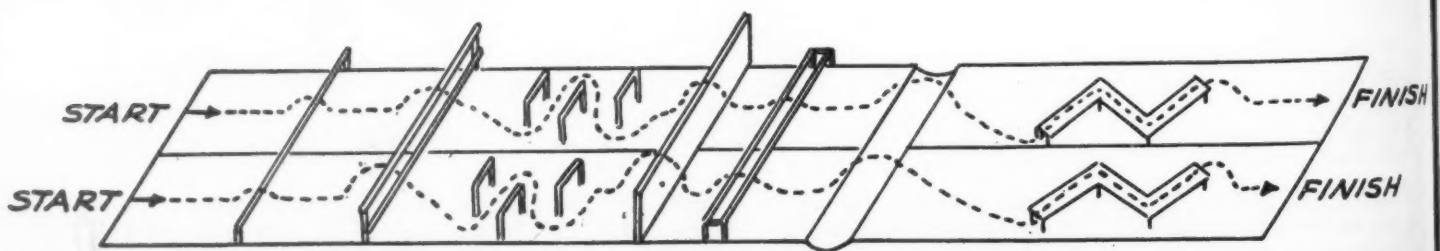
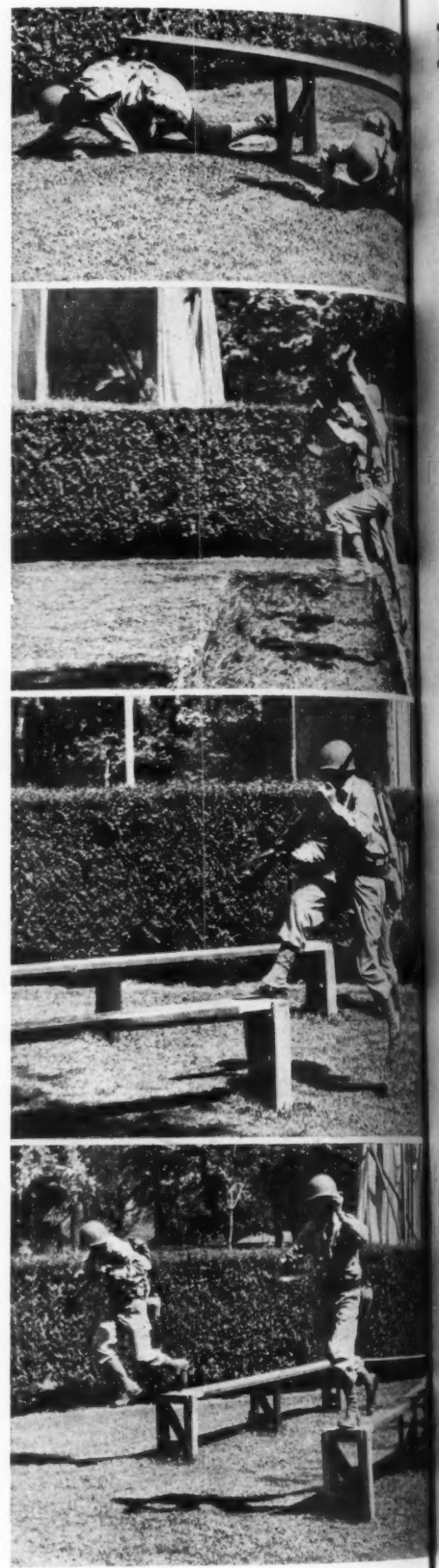
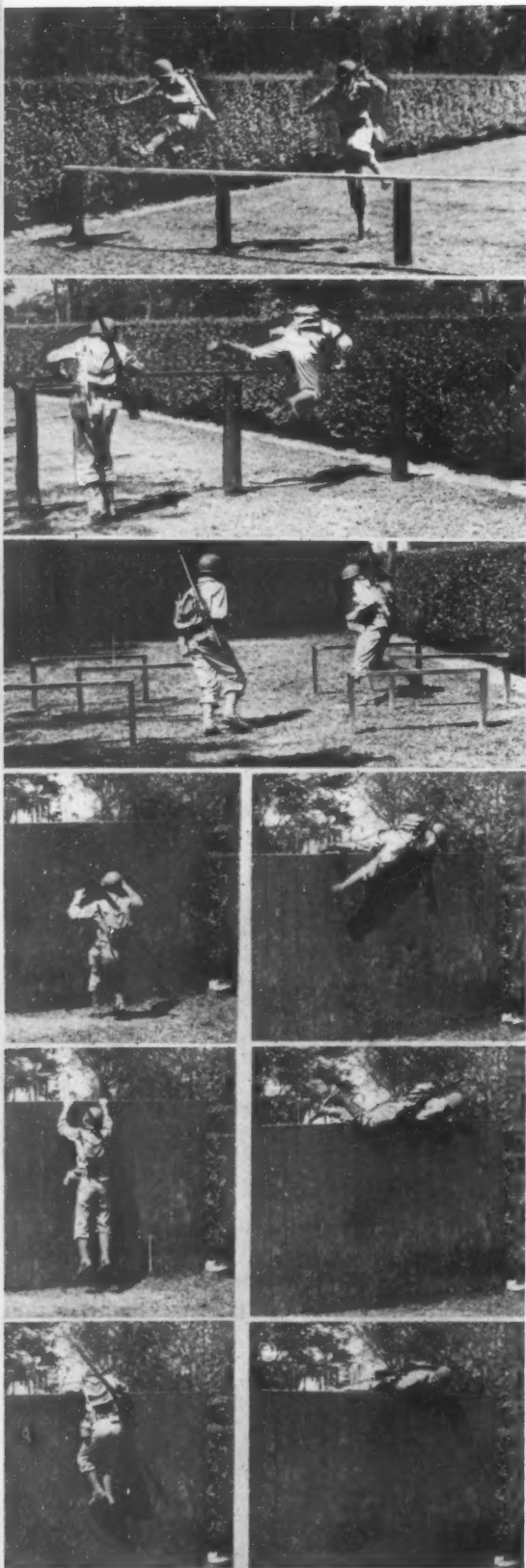
AT THE United States Military Academy, the cadets get their conditioning the hard way. A glance at this 100-yard obstacle course will give you the idea. As you can see, it consists of seven tough obstacles which must be taken at full speed while carrying 22 pounds of combat equipment.

The photographs and the diagram below afford a picture of the complete course. The first obstacle is a 2½ foot hurdle 10 yards from the starting mark. After clearing it, the cadet runs 10 yards and vaults a 4-foot fence.

Ten yards farther on are three frames 2 feet high, 4 feet long and 1½ yards apart, which must be zig-zagged through. The cadet then sprints 10 yards and vaults a 7-foot wall—a real stumbling block. Ten yards ahead is a platform 2 feet high, which he crawls under. He scrambles to his feet, runs 15 yards and broad jumps a 6-foot ditch.

By this time he usually is breathing hard. The catwalk 10 yards ahead thus becomes doubly difficult. This obstacle consists of a flat S-shaped board run in three 12-foot sections, 1 foot wide and 2 feet high. The cadet cannot make any short cuts. He must mount directly from one end, snake its entire course, and dismount from the other end. All that then remains is a 12-yard sprint to the finishing mark.

Needless to say this is one 100-yard course that even a Jesse Owens couldn't negotiate in 10 seconds . . . or 15 seconds. This obstacle course should not be confused with the new West Point assault course which is partly physical and partly tactical. (For story and pictures of the assault course, see pages 7, 8 and 9.)



FOR CONDITIONERS AND TRAINERS

By A. J. "Duke" Wyre

A short course on pre-season football grass drills and the treatment of common injuries

After practicing the training and healing art at Yale University for the past ten years, A. J. "Duke" Wyre will henceforth his magic perform as head trainer at Holy Cross College.

OF THE forces that go into the conditioning of a football team, the warm-up or grass drills that precede the practice session play one of the most important physiological roles.

When soundly organized and conducted, these drills serve to condition the body for the arduous days that lie ahead. They strengthen the muscles and physiological processes, thus increasing motor efficiency. The sharpening of the neuromuscular mechanism, in turn, tends to reduce injuries.

In this period of warming up, the heart beat and the breathing are accelerated so that chemical and physiological changes take place in the body. Such readjustment of bodily function, however, cannot be expected immediately nor without a carefully planned setup.

The length of the grass drills depends on the time of the season and the condition of the squad. As a rule, they should be conducted until the players begin to sweat. The session should not be too extensive, however, or you may find the players spending their energy and becoming fatigued to no good purpose.

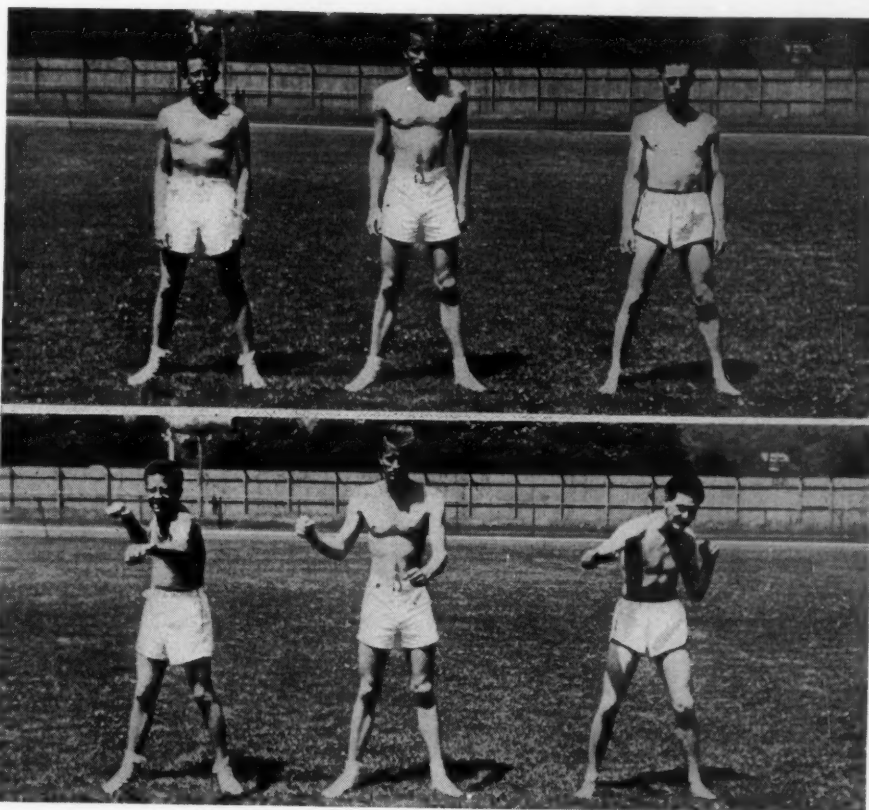
Another undesirable result of overly long grass drills is a tendency to loaf.

On warm and rainy days, the session should be curtailed. Rain softens up the field, makes balls heavier, and soaks the equipment, causing a greater expenditure of energy in a shorter period of time.

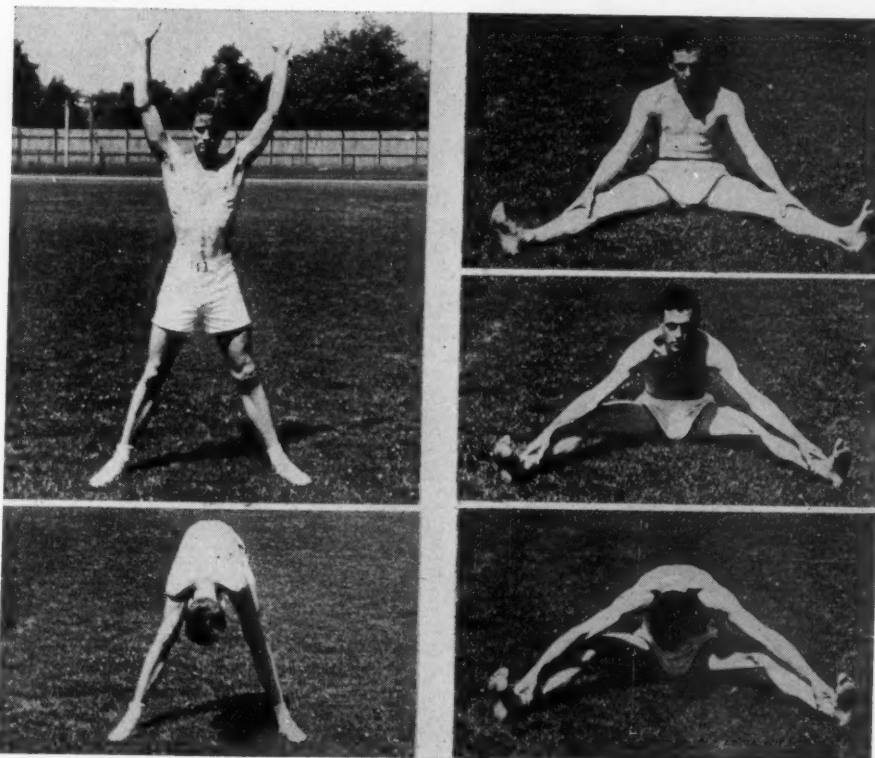
Scrimmage. In scrimmage, work the squad at game speed, but not too long. Many a team has left its best football on the practice field. The boys have gone into the game both physically and mentally fatigued. Long drills and scrimmages may teach the boys a lot of football but the good is often nullified by increased injuries and general staleness.

Equipment. A prime factor in the prevention of injuries is properly fitted equipment. Each boy's shoes should fit him properly; this alone will reduce injuries to the ankles and knees.

The shoulder pads should be in excellent condition, not just good,

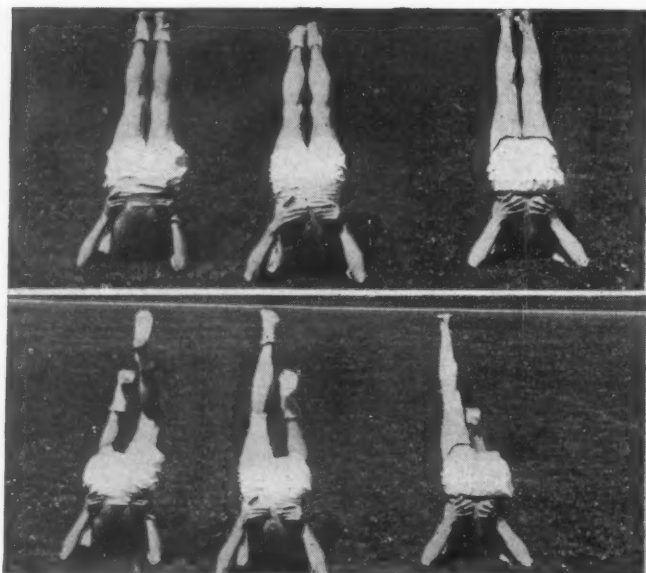


SHADOW BOXING: With the feet spread comfortably apart, vigorously flail the air; subordinate scientific punching to vigorous arm and shoulder movements.

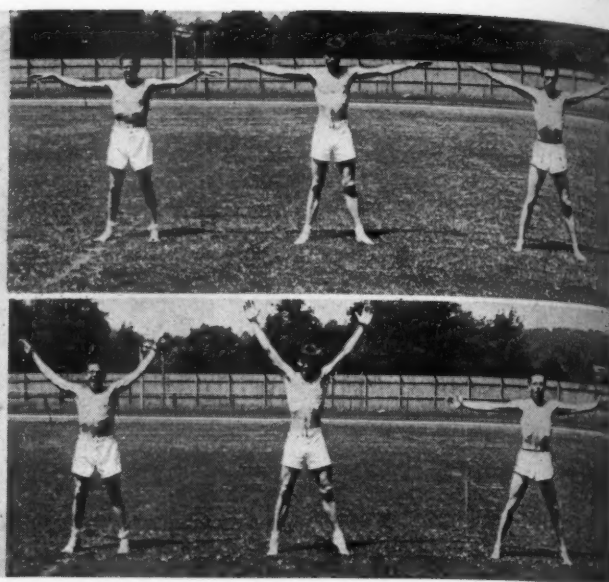


From straddle position, arms overhead: swing arms forward and downward, slapping buttocks; keep knees stiff. Return to starting position and repeat.

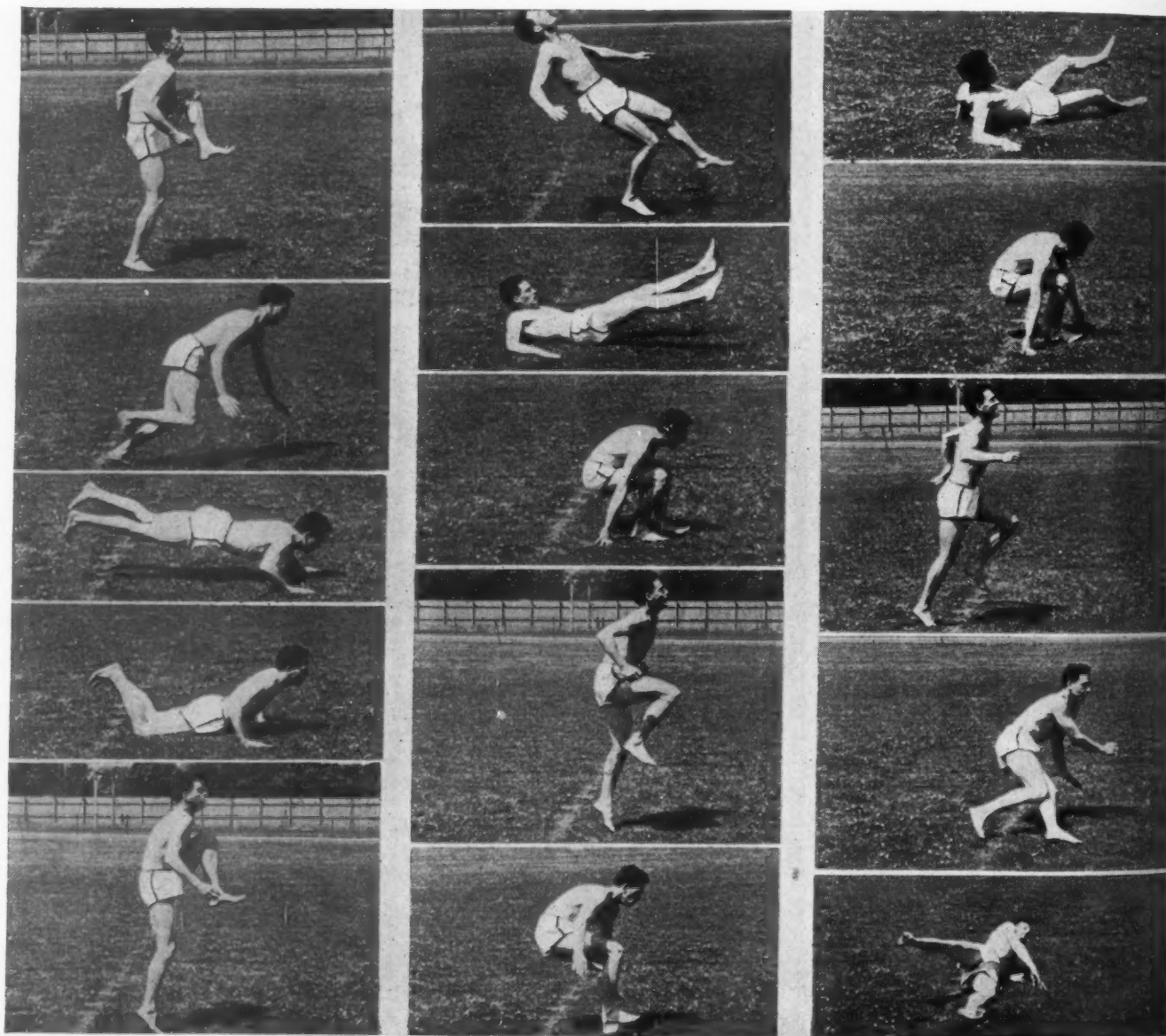
Sitting with legs flat and spread: grasp ankles and draw trunk forward until head touches ground between the knees. Return to starting position and repeat.



BICYCLING: Resting on shoulders, the buttocks supported by the hands: Alternate forward and backward pedaling. (Short circles then deep circles.)



STANDING feet apart: Rise on toes, raise arms side-wards and upwards, inhale; hold still; exhale with a roar, return to starting position and repeat.



FROM STANDING POSITION (Pictures run vertically): At specific commands, run in place with high

knee action; fall face down; rise; run; fall backward; rise; run; fall sideward rt.; rise; run; fall sideward lt.

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and should fit the boy snugly. They should be checked at least once a week for broken parts or weakened straps.

Each player's helmet should be of the right size and should be used only by the player to whom it is issued. Pants, hip pads, and other equipment should also fit properly so that maximum protection is afforded every player.

It would be ideal to launder the socks, jocks, and undershirts daily. If the school cannot assume this service, the white things should be taken home once a week to be laundered. Frequent laundering minimizes the danger of skin infections. Each player should have a number on all his equipment so that he wears only his own uniform.

The dressing room should be light and airy and should be cleaned daily. Wooden pegs and hooks for hanging and airing the equipment are recommended.

Injuries. All injuries should be given immediate treatment, no matter how trivial they seem. The slightest abrasion, if left untreated, may resolve into a serious infection. Impress your boys with the need of reporting all minor injuries.

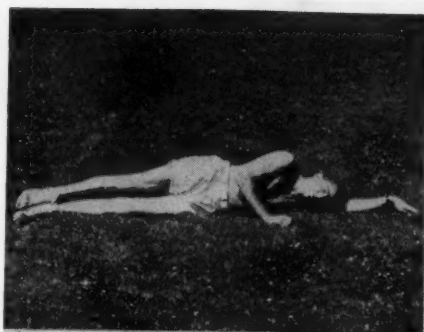
Abrasions: Wash and clean with tincture of green soap, apply an antiseptic (tr. of merthiolate, iodine, nitro-tain) and a sterile dressing. Change the dressing daily until wound is healed.

Lacerations: Wash and clean with tr. of green soap and apply an antiseptic (as above). Use sterile dressings with a compress bandage and refer to your team doctor for stitching and further treatment.

Punctured Wounds: These do not bleed freely and need the attention of your doctor. Clean the wound, apply an antiseptic and sterile dressing and refer to your doctor for anti-tetanic prophylaxis.

Bruises: Apply cold applications immediately to reduce the swelling. Treat from 30 to 60 minutes, then apply a pressure bandage. Rest the injured part for 24 hours. Give daily heat treatment (hot towels, infra-red lamps, whirlpool bath, diathermy). When the player is ready for action, fortify the injured part with padding and strapping.

Sprains: Should be treated immediately with cold applications (from 30 to 60 minutes) to help reduce the swelling. Use a pressure bandage and rest the injury for 24 hours. Refer to your doctor for official diagnosis and x-ray. If no fracture is involved, give daily heat treatments (hot towels, infra-red, whirlpool, diathermy) and strap-



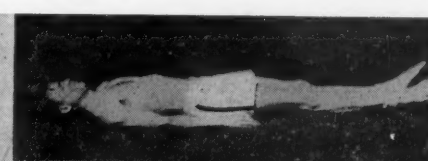
Lying on side: Single leg raising, right 20 times; turn over, repeat with left leg.



From hurdle position: Grasp extended ankle and pull forehead to knee gradually.



Sitting position, feet spread: Spread and cross legs and arms in same plane.



Rise from supine to sitting position; keep legs stiff, touch toes with fingers.

ping. When the player is ready to return, protect the injured area with padding or strapping.

Fractures, Dislocations: "Splint them where they lie" is good advice. Injuries of this type are the responsibility of the doctor.

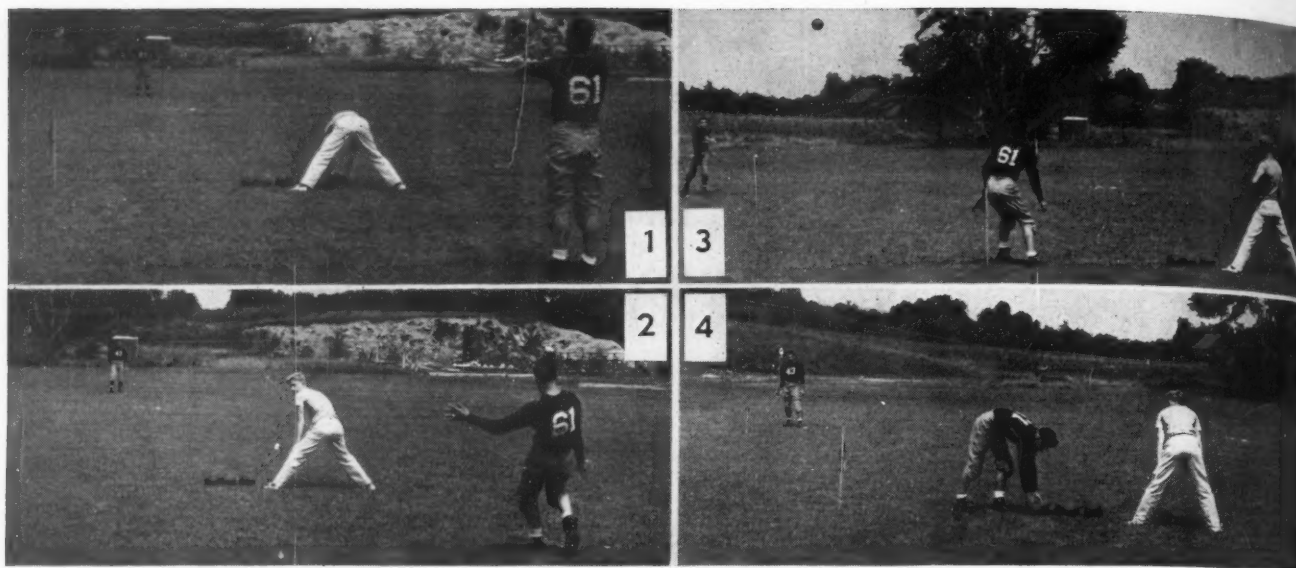
Concussion: Any blow on the head or "knocked cold" condition can result in a concussion. Keep the injured player flat on his back and apply cold applications to the head. Keep the rest of his body warm with a blanket. Get medical attention for the patient.

Antiseptics: If you're using iodine as an antiseptic, never cover it with

a dressing while the iodine is wet. Never apply one type of antiseptic over another; some antiseptics are antagonistic to others.

When used under taping, tincture of benzoin reduces skin irritation, makes the tape adhere and conform to the contours of the body, and alleviates discomfort when the tape is being removed.

Occasionally a player will show an allergy to benzoin by breaking out in a rash. Unfortunately, there is only one way to determine this and that is by applying the stuff. Where allergies appear, mercuriochrome may be used as a substitute.



In the top picture, the kicker is all set for the snap with the safety man in position. Below, ball about to be kicked.

Receiver catches pass from punt retriever and places ball down next to center. Note orderly way balls are lined up.

HOW TO CATALOG YOUR KICKERS

By Arnold A. Fenton

The hobby of the Reverend Arnold A. Fenton, rector of Christ Church in Ansonia, Conn., is instructing high school and college players in the art of controlled kicking. A former University of Pennsylvania player, he was a close friend of the late LeRoy N. Mills, football's greatest kicking coach. His views on the actual technique of the punt appeared in the September 1940 "Scholastic Coach."

COACHES with limited vision assume there are two kinds of attack—the running attack and the passing attack, and build their offenses accordingly.

The coach with broader perspective is aware of a third line of attack; of more recent development than the others and which affords unlimited possibilities for a surprisingly small price in the way of physical energy—the kicking game.

Last fall I saw a team with a mediocre running and passing game beat a far stronger offensive foe by clever application of the foot to the leather. Six times that afternoon the stronger offensive team power-housed its way down the length of the field only to collapse close to the goal line from sheer exhaustion.

An average kicker could have picked up the yardage and saved the high-gear running and passing attack for the final explosive effort in the home stretch. But the coach of that team didn't have a kicker. He lacked imagination; to him, kicking was incidental, at best a defensive weapon. Instead of training a good kicker, he left the deliverance of same to the gods.

Now kicking is a highly developed art. As such, it requires a great

deal of time. But you cannot spend half the fall trying to uncover the artist. Trying out everybody is no solution; it is a long process and not always fruitful. The idea is to know what to look for. If you can eliminate the deadwood at the outset, that much time and energy are saved.

Kickers, like runners, have certain physical earmarks. I have discovered that the boy of average height with straight firm legs is usually good kicking timber. The very tall lad is inclined to awkwardness; both his balance and reflexes are poor, with the result that he is slow in getting off his kicks.

The very short boy is also a poor bet, especially if his legs are bowed. He is definitely handicapped in driving power and follow through. To compensate for his shortcoming, he tries to smash the ball, reaching for it so that the balance foot comes off the ground. The result is a beautiful hook.

Watch for the boy who is light on his feet, who is fairly graceful and has a good sense of timing and a tendency to be accurate in everything. If you see a boy who is always kicking a football before or during lulls in practice, you may be sure he is really interested in this department and is anxious to learn more about it. Kicking seems to be one of those things a boy goes for or doesn't. It is nearly hopeless to try to make a kicker out of a boy who has little interest in it.

One thing generally overlooked is the mental side of kicking. Un-

less a boy has the power to concentrate and is cool under fire, you may be sure he will let you down in a pinch. Many boys are great practice kickers. Off in a corner by themselves, they can punt or boot field goals accurately and from any angle, but under pressure they go to pieces. So look for a cool customer.

Let us never forget that kicking isn't merely a mechanical art. A kicker must be something of a strategist. He must know just what to do at certain times under certain conditions. He cannot afford to lose his head. This is especially true when he is under tremendous pressure, such as in kicking out from behind his own goal line.

Consider the boy who is trying for the extra point after touchdown. The holder fumbles the ball and it begins rolling crazily about. The kicker falters. The unexpected has caught him unprepared. Sometimes he just stands there bewildered. If he is a drop kicker as well as a place kicker, he may be tempted to try to pick up the ball and drop kick it. This is hardly ever successful. What he should do is scoop up the ball and try to rush it across. This is where coolness and clear thinking count.

Another common game situation is the punt on third down where the kicker fumbles the center's pass. An inexperienced or excitable boy has a tendency to become panic-stricken. He often tries to retrieve the ball and kick it, with the result

(Continued on page 28)

CHEERLEADERS SHOULD BE ACROBATS

By Eugene Wettstone

Here, to the best of our knowledge, is the most practical article on cheerleading stunts ever published. The author, Eugene Wettstone, is gymnastics coach at the Pennsylvania State College.

CCHEERLEADING has become as much a part of the football show as passing and kicking. The cheerleader, where once merely tolerated, is now a person of regal estate. His prestige is such that in many schools and colleges he must win his place through competitive examinations.

There is even an all-America for cheerleaders. It is composed of seven men chosen by Gamma Sigma, national collegiate cheerleading fraternity, with the assistance of leading sportswriters and sportscasters.

Candidates are selected according to: the response they get from spectators; their judgment in selecting the best psychological moment for a cheer; and their acrobatic ability, not only in cartwheels and handstands but in leaps, pyramids, hand-springs, and somersaults.

There is no record of the origin of acrobatics in cheerleading. The first acrobatic stunt was probably spontaneous. Nowadays it is all part of the routine. The modern crowd craves action and color and responds more readily to a cheerleader who gives it to them.

Tumbling ability alone, however, should not be used as a criterion in selecting cheerleaders. If the boy has acrobatic ability in addition to a dynamic personality, he should certainly be on the preferred list. On the other hand, if he has no tumbling skill yet possesses an abundance of enthusiasm he is still a good possibility, as he can learn some of the elementary stunts in short order.

Girls have what it takes

This applies to girl cheerleaders as well. They are in high favor these days. In many schools, they make up the entire squad. They possess a better sense of rhythm than most boys and take their jobs more seriously. They get results by the very intensity of their actions. While most of them have trouble learning the stunts, there are some who outshine the boys in precision and execution.

The stunts can be classified into four distinct groups. Group one,

"Pyramid Cheerleading," is demonstrated in figures 1 to 4. (For illustrations, see page 16.) The leading is done by one or two men perched on top of a formation or pyramid. The cheer may be announced while the leaders are still standing on the ground or it may be called by the top man in his elevated position.

The break-down which follows the last roar should be quickly and smoothly performed. At this point, rolls and supported flips will add additional flavor to the cheer.

In Figure 1, the top man is lifted from the ground on the neck of the second man, who in turn is lifted by the third or bottom man. A snappy break-down may be effected by having all three men lean forward, then jump to their feet simultaneously and dive to a front roll on the grass, followed by an erect standing position, one behind the other.

No lack of support

In Figure 2, the middle man steps high up on the thighs of the two outer men and receives support with leg holds. The middle man leads the cheer, while the others use megaphones to announce the cheer and keep it going. There are many possibilities for a good break-down. For one, the center man can do a backbend into a handstand on the grass.

Figure 3 shows how two men can lead cheers while supported. Figure 4, although looking difficult, is within the capabilities of any four cheerleaders. The middle man places his hands on the shoulders of the front man; then the back man lifts him by the legs to a horizontal position. Another man not in the pyramid boosts the top man to a standing position on the middle man.

Group two, "Spectacles," work in well with the initial appearance of the band and between-the-half marching formations. In addition to lending color, they build interest and enthusiasm in preparation for a cheer. They afford a quick break-down and scatter for a follow-up cheer.

The best time for these cheers is during dull stretches and when the band is resting. Cheering is not always spontaneous and frequently must be provoked by enthusiastic leaders, as when a team is trailing with no immediate prospect of a score.

A practical illustrated analysis of the various types of cheer-tumbling stunts

Figure 5 is not recommended for the novice. Only a gymnast with excellent balance should attempt this difficult and spectacular feat. Figure 6 is less difficult, although the top man must be able to hold a handstand unsupported. Figure 7, which features a handstand on the megaphones with simultaneous cartwheels, is a good stunt to use while the band is approaching its own rooting section for the customary alma mater. The cartwheels are easy to learn but it takes a gymnast to do the handstand on the megaphones.

In Figure 8, the handstander receives some help from the bottom men, who support his wrists, thus making this balance comparatively simple. It should be remembered that a smart fast build-up and breakaway adds punch to the spectacle.

Group three, "Leaps and Vaults," as illustrated in figures 9 to 13, is a good set of stunts for use by the group before scattering to their various cheering points. They help produce a desirable state of readiness for the cheer to follow.

Figure 9 shows a swan dive and roll over several kneeling assistants. The diver breaks his fall with his hands and immediately tucks his head for a forward roll on the grass. The dive should be learned gradually at first, with low dives over one person until confidence and the knack of rolling is acquired.

Straddle vault

Figure 10 illustrates a straddle vault over two crouching leaders. The vaulter takes a short run and fast double take-off, pushing off from the backs of the crouching men. He then comes to a standing position or does a runaway.

A variation of the dive and roll with the use of megaphones as obstacles is shown in Figure 11. Figures 12 and 13 are the common pitch-to-back somersault, with the pitcher lifting and helping the performer complete his flip.

Although this skill can be learned by the beginner, necessary precautions must be taken to avoid injuries. In practice, a safety belt and spotter can be used to advantage.

Group four includes "Touchdown and Yell-Out Stunts." Figure 14 shows how a number of back somers-

ACROBATICS IN CHEERLEADING

GROUP ONE

Pyramid Cheerleading (Pictures 1-4): Leading is done by a man perched on top of a pyramid. Cheer may be announced while leaders are standing or by top man in formation.

GROUP TWO

Spectacles (Pictures 5-8): Work in well with initial appearance of band and intermission marching formations. Best time for this series is during dull stretches and when band is resting.

GROUP THREE

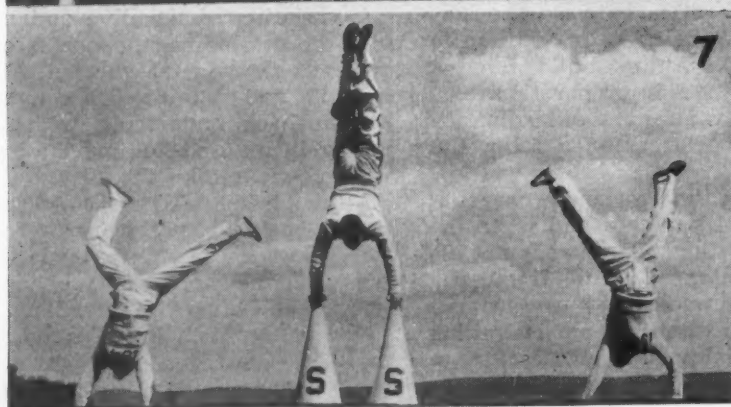
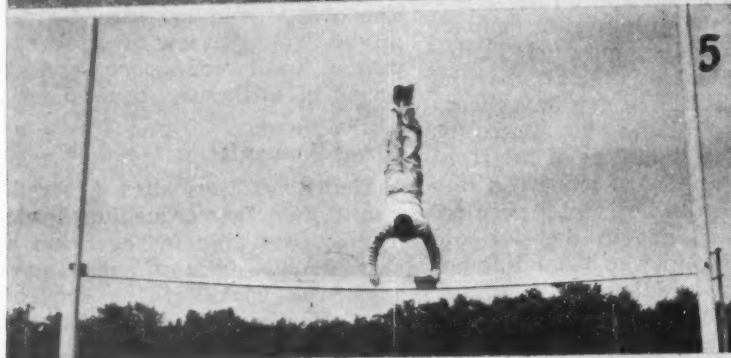
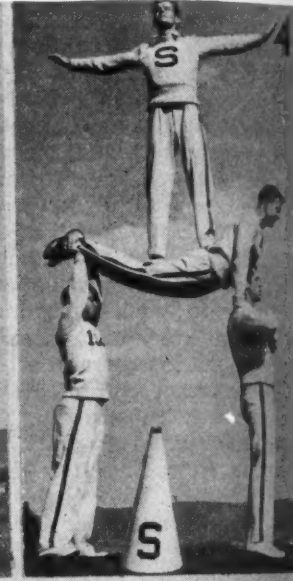
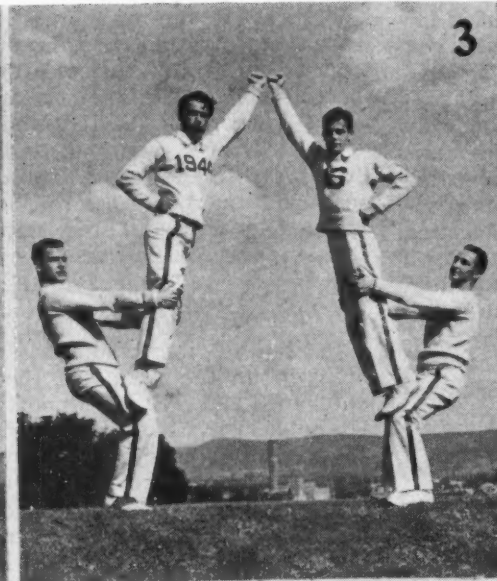
Leaps and Vaults (Pictures 9-13): Good set of stunts for group use by leaders before scattering to their individual cheering sections. Help produce a desirable state of readiness for the cheer to follow.

GROUP FOUR

Touchdown and Yell-Out Stunts (Picture 14): Hand springs (back and front), cartwheels, and hand and neck springs work in well immediately after touchdowns when the enthusiasm of the crowd is at its peak.

PICTURE 15

Exemplifying good form in straightforward cheering, which is the first step to a successful response.



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saults may be coordinated with the finishing leaps to a long yell. Handsprings (back and front), cartwheels, hand and neck springs can be executed with good effect immediately after a touchdown when the enthusiasm of the crowd is at its peak.

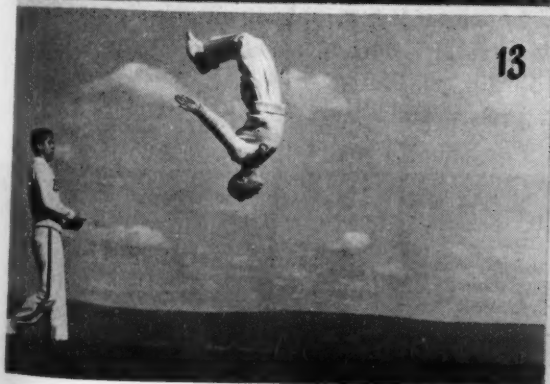
In other words, instead of just running and jumping the cheerleaders can touch off the fireworks with flips, handsprings and yells. For full details on the learning procedure, see the articles on tumbling in the February, March and April, 1941, issues of *Scholastic Coach*.

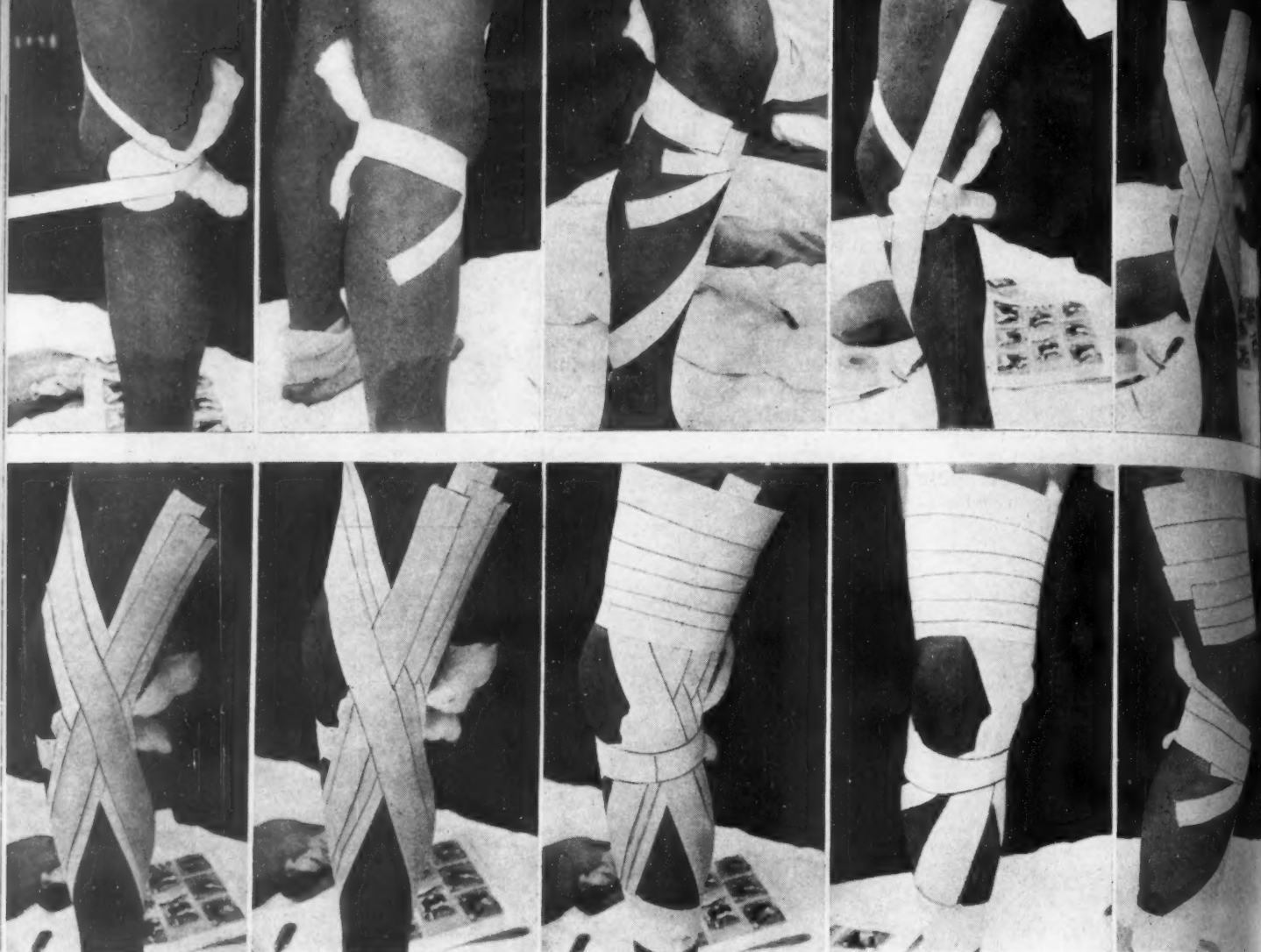
Figure 15 exemplifies good form and poise in straightforward cheerleading, which after all is the first

step to a successful response.

Just Yells, the guide for cheerleaders, states that it is best to have one motion serve to direct the crowd on each syllable or phrase in a yell. A long sweeping swing of the arm for a long drawn-out word, such as "y-e-a," and a short quick movement for such words as "rah."

Every posture should suggest action and pep . . . For a yell similar to a skyrocket or "sis boom," a long run ending with a jump, the sharp accent coming on the jump or when the leader hits the ground, is preferable. Every cheerleader will have to work out his own form, but the fact should be kept in mind to make every motion mean a certain definite response.





AFTER shaving complete leg, wash with alcohol and apply Tr. of Benzoin or mercurochrome. Have player stand on table with leg in normal position. Cut a pad of felt 2 in. in diameter and $\frac{3}{8}$

KNEE SUPPORT

in. thick, and place over injury; insert a pad of cotton in hollow behind knee and apply a split-tail cradle. Now have player flex knee slightly. Start a $1\frac{1}{2}$ in. strip of tape on outside of leg, just below calf muscle. Pull strip up diagonally across shin bone, crossing pad and ending on inside of thigh.

Start second strip on inside of leg, just below calf muscle. Pull up and cross pad alongside knee cap, ending it in front of thigh. Apply another strip, slightly overlapping first, and another over second. Apply two strips of $1\frac{1}{2}$ in. husky tape over regular tape in similar fashion. Anchor bottom with $1\frac{1}{2}$ in. circular strip and top with semi-circular $1\frac{1}{2}$ in. strips. Apply two circular strips below knee.

FIRST, as in knee support, shave area, wash with alcohol and paint with Tr. of Benzoin or mercurochrome. Have player hold foot in neutral position with gauze band. Start first vertical strip of $1\frac{1}{2}$ in. tape about 5 in. above ankle bone on inside of leg, parallel with achilles tendon. Bring it straight down, under heel and up on outside of leg.

Apply four $1\frac{1}{2}$ in. strips in same manner, slightly overlapping one another. Anchor with $1\frac{1}{2}$ in. circular strips slightly overlapping from top of vertical strapping to top of ankle bone. Start the next strip at ankle bone on outside of foot, pulling snugly across front of ankle and ending on inside of heel. Apply a second strip in same manner slightly lower and overlapping first strip by 1 in.; carry it straight across arch and end at lower inside border of foot. Add one more strip, overlapping second strip by 1 in.

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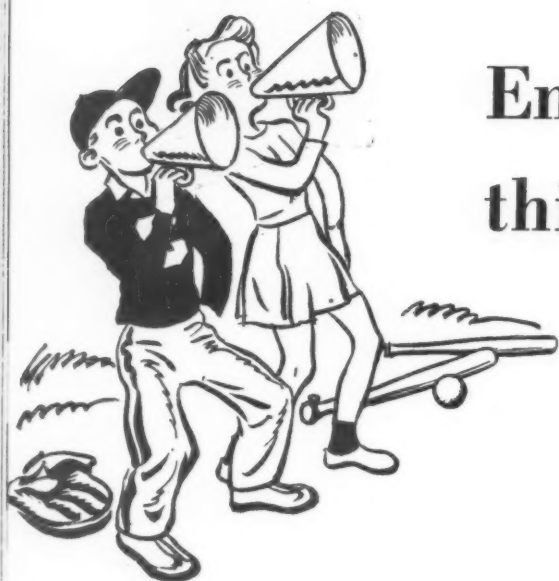


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City..... State..... Enrollment of school: boys girls....

SIX ALL-PURPOSE DUMMY DRILLS

By Walter Hellmann

Walter Hellmann is football coach at Roger Ludlowe High School, Fairfield, Conn.

NOWADAYS nearly every practice field boasts at least one dummy. It is on this uncomplaining sock absorber that the drill master does most of his basic teaching—at little risk to the subject's life or limb.

The accompanying drills have been evolved over sixteen years of coaching experience.

Drill 1 provides a simple means of determining the blocking ability of each lineman. Two standing dummies are placed about three feet apart with the blocker on one side of the opening and the defensive player on the other.

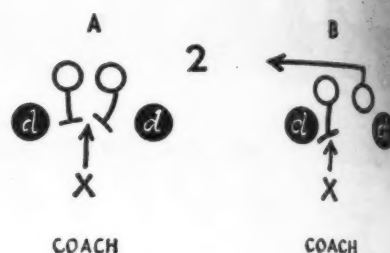
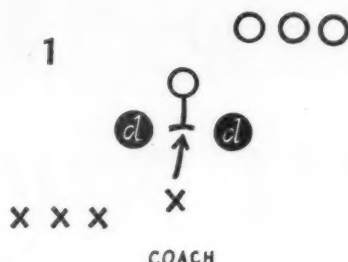
The coach takes a position behind the defensive man and by finger signs to the offensive player calls the type of block. The sign system may be as follows: (1) Forefinger straight up—blocker to take defensive player straight back; (2) Forefinger pointed to right—blocker to use a cross-body with head in that direction; vice-versa when finger is pointed to the left.

The defensive man is instructed to use a straight charge until the blocker learns to keep his balance and follow up his charge.

The latter must go through the gap between the dummies, not outside them. If the blocker ties him up for about three seconds, the blocker wins.

The players are lined up in single file on each side of the dummies and take turns at both offense and defense. Later on an additional dummy may be placed behind the defensive

Six novel practice suggestions for developing skills and determining individual strengths and weaknesses



player so that the blocker, after his primary assignment, may go on to develop his downfield blocking.

Drill 2 is similar to 1 except that two blockers are used on the defensive man. In addition to double-team blocking, the offensive men may practice pulling out of the line, one man pulling out and the other filling the hole.

Drill 3 aids in teaching backs to drive and to hold their feet upon contact. Three or four dummies are set up about ten yards apart with a player holding each. The ball-carrier, wearing helmet and shoulder pads, makes hard contact with the dummies. He starts out at moderate speed with the ball in proper position under his arm. As he nears the dummy, he steps up his speed, rams into it with his shoulder, spins as he hits, and continues on to the next dummy.

The runners may be lined up in single file at each end or only at one end, in which case the ball-carrier will have to sprint back to the starting line.

Drill 4 is for bucking backs. Two dummies, each held by a player, are placed about two feet apart. A center sets up on line with the dummies

and snaps the ball to the back, who crashes between the two dummies; resistance is offered by the holding players. The back may practice straight drives, spins, and fakes.

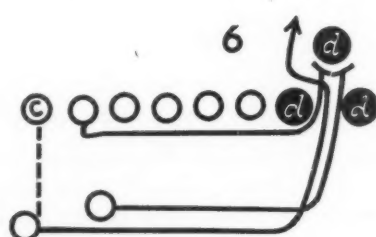
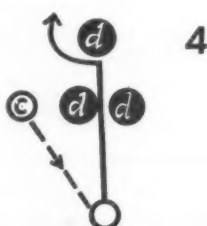
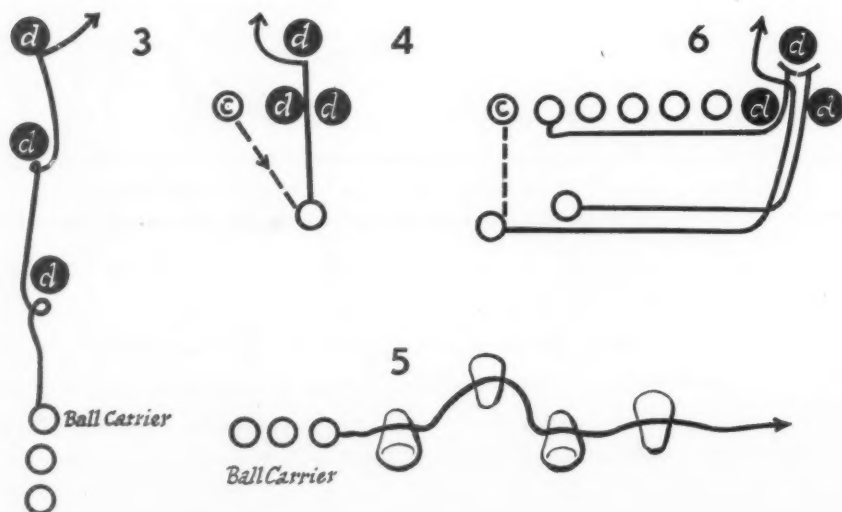
As the player progresses, a third dummy, firmly held by a player, may be placed about two feet behind the opening. The runner drives through the opening, hits the third dummy, spins to either side, and continues driving. Blind lunging may be eliminated by placing dummies lengthwise on both sides of the gap. The ball-carrier must step over these and at the same time drive through the opening.

Drill 5 is also for backs. Several dummies are arrayed lengthwise on the ground about four to six feet apart, and the ball-carrier runs over them with emphasis on high-knee action. The dummies should be irregularly spaced so that the runner will learn to vary his stride while moving at top speed. Holding a stopwatch on each player adds interest.

Drill 6 develops speed and drive in running interference and carrying the ball. The two dummies are placed about three feet apart in the off-tackle hole. The linemen who are to run interference and the ball-carrier and interfering back take their regular spots.

At the snap, on the regular signal, the guard pulls out to lead the interference with the back. The blockers and the ball-carrier turn up the field at top speed through the tackle hole between the dummies. The blockers ram the backer-up dummy and the runner swerves to either side. The same type of drill can be used for reverse plays with two linemen teaming up for interference.

The linemen waiting their turn form the line of scrimmage. Each time a guard pulls out the next man shifts into the vacated post and the rest move down a peg. The men who have completed the drill return to the end of the line.



on the hardwood court... on the battlefield...
they have what it takes To WIN

BASKETBALL has taught hundreds of thousands of American youngsters how to take it — and how to dish it out. The lessons learned in the flash and fire of play, the will to win against any odds, gives these lads of ours that vital edge in this grimmest game of all — War. They've got what it takes to win!

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**"ON THE FIELDS OF FRIENDLY STRIFE
ARE SOWN THE SEEDS WHICH, IN
OTHER YEARS ON OTHER FIELDS
WILL BEAR THE FRUITS OF VICTORY"**

GENERAL DOUGLAS MACARTHUR

The Secret of America's Strength

By L. B. Icely, President
Wilson Sporting Goods Co.

When you suddenly decide you will pack wife and family into the car and take a weekend run down to that winter relaxation, you find plenty of company there and sometimes you even find "no room at the inn" at all. Then it is that you become very much aware of the truth of the re-



mark you hear everywhere these days: "America lives out-of-doors." America is active. America is confident in a world that has shaken the confidence of most people. America is strong in a world where country after country has gone down under the conqueror's ruthless heel.

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its women are strong and athletic, too, that country has strength, courage and confidence in everything it faces.

Intense competitive games of stubborn American youth athletic mind and body. That is primarily the reason our navy is ready and our army and air force is rapidly growing into a formidable fighting machine. That is primarily the reason we may be sure that we shall not fail in the use of factories to live up to the

ment. I think no one will deny, has been one of the most important factors in increasing the attractiveness of play and exercise among America's millions.

The better material and better design that goes into today's golf clubs and balls, tennis rackets and rills, football, basketball, baseball, softball, badminton, squash, handball and even equipment provides an incentive greater than has ever been known before, for an active, health-

HOW TO MAKE "WAR GOLF" PAY!

By E. B. ICELY, President
PRINTING GOODS CO.

President
GOODS CO.

This is a time when players should get the very utmost out of their equipment. That means clubs should have extra care—better care, such as *you* can give.

War Golf? then, by soliciting

Face "War Golf" then, by soliciting this

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★ ★ **UNCLE SAM CAN USE
YOUR ABILITY IN SPORTS**



ical vigor and alertness of mind,
our Youth goes forth to man
these weapons of war.



IT'S

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**TOMORROW,
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by L.
Wilde

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By L. B. Jolly
Wilson Sporting

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**TOMORROW'S AMERICA
WILL NEED
LONG MEN AND WOMEN**

by L. B. ICELY, President
Wilson Sporting Goods Co.

The puny little fellow is most
likely to learn—and to fail—
The big, husky, athletic fellow
Every
goes into
balls, tennis



**AN ARMY
GETS ITS "HEART"**

FROM A VIGOROUS, CONFIDENT

Napoleon said, "An army travels on its stomach,"
lets its "fighting heart" from the knowledge that
at home are okay.
number of our soldiers learn that their families
good—that there's sickness and trouble at home,
fighting heart of the army, so very vital to vic-
weaken—the will to win will be softened by worry.
does this mean? It means that while our boys do
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**COACHES BUILD
THE MOVEMENT
THE AMERICAN WAY**

By L. B. Iceley, President
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A TRIBUTE TO "COACHED" SPORTS

General MacArthur, America's "number one" soldier
day, was keenly interested in athletics while Super-
intendent at West Point. His famous inscription on
the entrance to the West Point Gymnasium, shown
on the left, is the subject of our nation-wide campaign
of recognition of the wartime value of sports.

Shortly after Douglas MacArthur's assumption of
command at West Point, following the World
War, a new and enlarged gymnasium was completed.
It was desired to appropriately inscribe the entrance
to this building. It was Douglas MacArthur's belief
that the inscription should elucidate the great purpose
and value of athletics to the Army. He believed that the
training of the athletic field, which produces, to a
superlative degree, the attributes of fortitude, self-
control, resolution, courage, mental agility, and, of
course, physical development, is fundamental to an
efficient soldiery. He not only composed the inscrip-
tion which expresses this fundamental concept, but he
completely reorganized the athletic system and placed

it on the broad and comprehensive basis which has
been followed in that institution ever since.

Wilson Promotes America's Coaches

The importance of sports in Army training is obvious to
all who realize the demands of army operations today.
But conditioning of men in *every walk* of the war effort
is also vital.

America must be *kept* strong—and in that job the ex-
perience and skill of America's athletic coaches are of
vital importance.

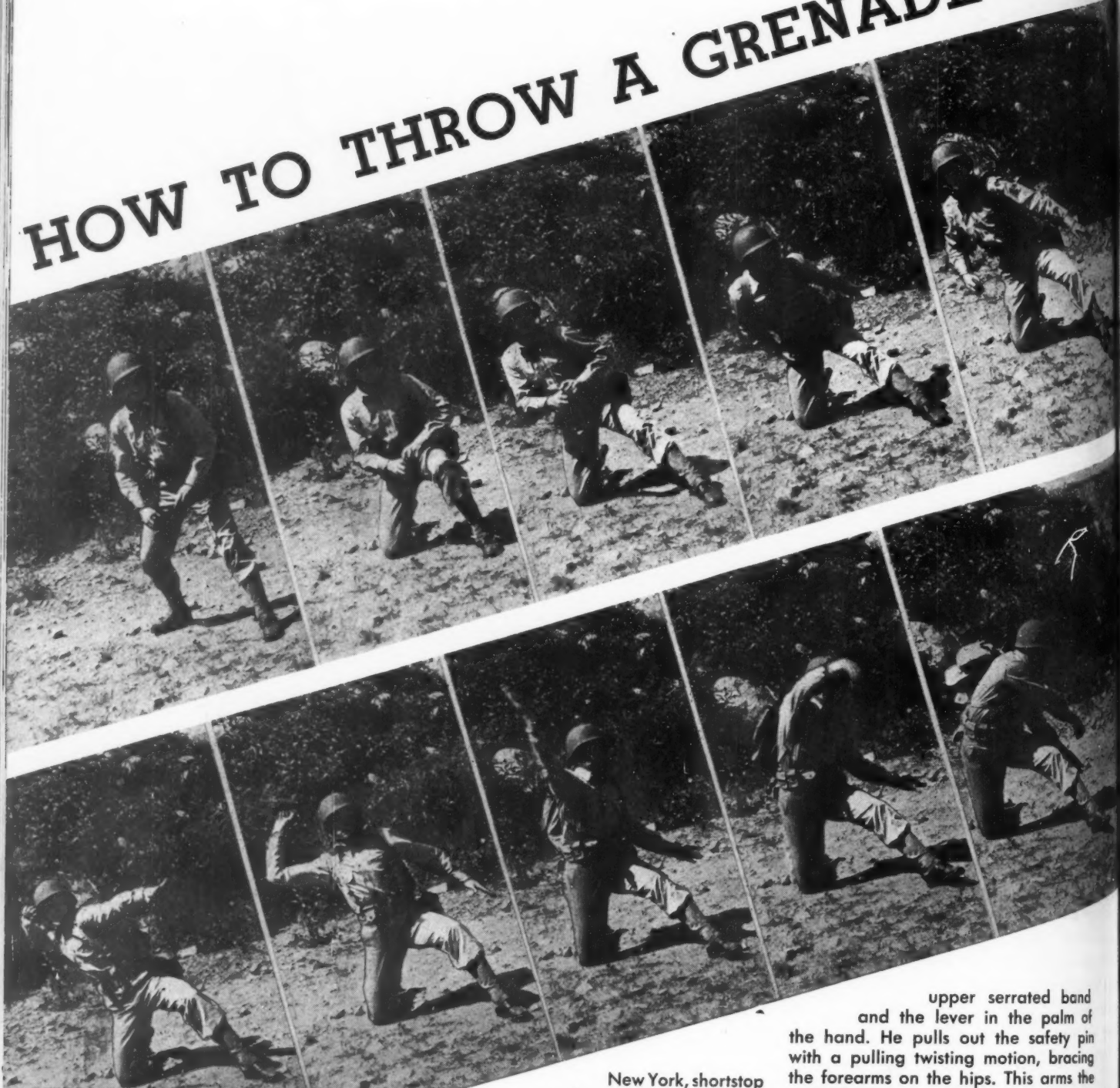
Wilson *has* promoted and *will* continue to promote
the importance of our coaches to the Physical Fitness
Program of our country.

And, as far as available materials permit, we will con-
tinue to supply the equipment so essential to the sports
and games that are the source of our national strength of
body, endurance, fighting spirit and will to win. Wilson
Sporting Goods Co., and Wilson Athletic Goods Mfg.
Co., Inc., Chicago, New York and other leading cities.

Wilson TODAY IN SPORTS EQUIPMENT



HOW TO THROW A GRENADE



THE hand grenade, in anybody's hand, is a deadly weapon. In the hand of an American soldier, it is doubly so. For the American doughboy is a natural-born pitcher. Most of his leisure life has been spent throwing baseballs, footballs, and similar missiles.

The carryover value to grenade throwing may best be illustrated by this newspaper item dated August 21, Fort Devens, Mass.: "Pvt. Mike Urisko of

New York, shortstop and sometimes pitcher for his regimental baseball team, is putting his sports prowess to good use. He went out on the hand grenade course yesterday and lobbed 27 consecutive grenades into the center of the target."

As illustrated in these pictures, the throw is a combination of a shot put and a catcher's peg. The thrower is tossing at a fox-hole in the West Point assault course outlined on pp. 7, 8 and 9. He has dropped to one knee so that his left foot is pointed in the direction of the target.

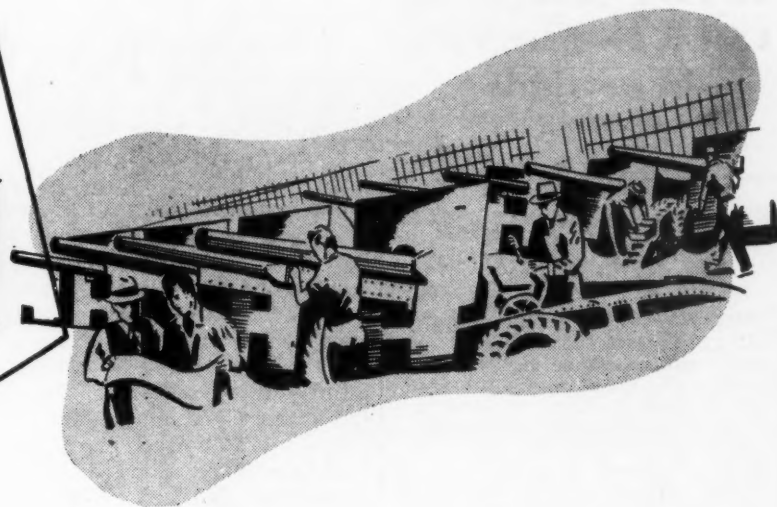
Keeping his hands down and in front of his body, he grasps the grenade with the thumb and forefinger around the

upper serrated band and the lever in the palm of the hand. He pulls out the safety pin with a pulling twisting motion, bracing the forearms on the hips. This arms the grenade but it will not fire until the lever is released. Thus the man can hold the grenade indefinitely after pulling the pin.

The throw is executed by bringing the right arm up until the elbow is on line with the shoulder. The palm is up, near or touching the shoulder. At the same time, the left arm is extended, palm down and pointing toward the target. The weight is on the right foot with the eyes sighting along the left arm. The right arm is then thrown upwards, as in shot-putting, but straightens out and follows through as in a catcher's throw.

There is no muscle strain or pull at any point.

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MR. COACH



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Essential
WAR INDUSTRY

Guns and tanks and planes and ships are the sinews of war, surely. But without toughened bodies and clean, lightning-quick minds, they would be empty threats. America's athletic coaches and directors have accomplished a superb job for the Armed Services; the good work must continue—our Arsenal of Health must be maintained for the War Front, the Industrial Front, the Home Front!

Uniform makers have adequate supplies of Kahnfast Fabrics; however, early orders are wise, because many companies are being kept busy by Uncle Sam.

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444 FOURTH AVENUE, NEW YORK

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Be Sure Your Men Get a Quantity and Variety of Proteins

Plenty of proper protein in the diet is important in helping to keep up endurance. So be sure your athletes get enough of this great body-building material.

And remember this. Nutrition experts recommend protein from a *variety* of sources, because different foods containing protein vary in their amino acid composition.

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Drinking Knox Gelatine Helps Supplement Proteins From Other Sources

Plain, unflavored Knox Gelatine (taken as a drink) is a simple way to supplement proteins from other sources. Knox contains 7 of the 10 protein parts essential to health.

Leading coaches and trainers who have had their athletes drink Knox regularly, report squads do seem to keep in better condition. Try it. Follow the simple formula below. And write today for Knox Build-Up Plan booklet and weight charts. They're FREE. Knox Gelatine, Dept. 81, Johnstown, N. Y.

Knox Gelatine Routine For Athletes in Training

1. Two tablespoons twice a day for 10 days. Take before and after practice period. Then, two tablespoons once a day. Take after game or practice period, preferably after shower.

2. If an individual shows loss of weight, try increasing the feeding by two extra tablespoons a day.

3. The recommended way to take the gelatin is in plain water (room temperature), orange, pineapple or grapefruit juice, or the fruit juice and water may be mixed 50-50; 4 oz. of water and 4 oz. of fruit juice.

4. HOW TO MIX:

(a) Pour onto the liquid 2 level tablespoons of Knox Gelatine; (b) let liquid absorb the gelatine; (c) stir briskly and drink before it thickens.

Knox Gelatine

is Plain,
Unflavored,
Gelatine . . .
All Protein
No Sugar



Kicking Drills

(Continued from page 14)

that the kick is often blocked. A calm boy remembers that he has another down left for kicking, and is content to fall on the ball.

Summing up, we may catalog our kicking prospects as follows:

Good prospect: Boy of average height with straight, firm, well-developed legs, good balance, a sense of timing and a proclivity to accuracy, fond of kicking and eager to learn, with the power to concentrate, think clearly and keep cool.

Poor prospect: Boy who is too tall, gawky, awkward, and stiff; or too short and heavy-set with legs too short, bowed or pigeon-toed; slow reflexes, slow-thinking and a tendency to become rattled.

Conducting the drill

Assuming you have picked the right boys for training, how shall you proceed? Many schools and even some colleges have no system to their kicking drills. There is far too much chaos, horseplay and arguing about who is going to chase the ball.

Someone must be placed in charge of the kickers, with a carefully planned program. The head coach or his assistant should assume this responsibility, but if it is absolutely impossible for either to do so, some member of the squad with leadership ability may be pressed into service. Former players may do very well here.

There ought to be at least two forty-minute kicking practices a week, if a coach expects his kicking stock to pay dividends on Saturday. Where the kicking is erratic and has proved a contributing factor in defeat, then three such periods certainly are not too many.

Before starting the drill, have the boys pedal their kicking legs to loosen up the muscles. Then have them extend the leg a few times to make them conscious of follow through. This is also a good time for a rapid rehearsal of the main kicking points.

The first few kicks should be short and done in slow motion, not only to warm up the kicker and stress accuracy but also to give the kicker a chance, literally, to see what he is doing.

The next point to consider is: Who is going to return the ball? Should the retriever be a lumbering lineman who the coach knows will never make the team, or an assistant manager who can only kick or throw it back one third of the way?

Sometimes the stooges the coach picks are aware of the fact they are looked upon as ball chasers and go about the chore with a complete lack of seriousness that engenders a great waste of time.

How much wiser it is to employ one or more of the players who will return the punts in the game! Here is also an opportunity, after the punt returners have practiced their specialty a while, to develop a good running passer. Few boys have this valuable knack, which is the fruit of passing ability plus constant practice.

No matter who does the retrieving, the ball must always be tossed back. Here, then, is a good spot for the pass receivers who need extra practice. Designate a spot near the center for the return throw and place your receivers accordingly. The ball, after it is caught, should be placed alongside the center so that he can pick it up without moving from his spot.

The center or centers who will be used on Saturday should be worked in this practice, not just any player. The center and kicker should know each other very well. Both have little idiosyncrasies which must be reckoned with. Close association brings a mutual adjustment.

Practice for all

The kicking drill also offers the men who go down under punts a chance to practice speedy coverage of the safety man. Although actually there is no defense against a well-placed quick or coffin-corner kick, the backs can practice covering the ones that misfire. Spot kicks that fall short of the sideline or roll badly can be retrieved to advantage. Quick kicks, good or bad, must be pursued in the fastest order. Nowadays there is much loose handling of rolling kicks.

Sometime during the drill, send several of the linemen over to worry the kickers. They may rush them singly or in twos. Don't put too much pressure on a green boy. Not having mastered the art as yet, he may become unnerved which is the first step toward gunshyness. Until he is more sure of himself, have the center count to four after the snap before letting the linemen start. Even then they should drift, not charge fast.

Against experienced kickers, the linemen should charge fast at the count of two or three. Blocking

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kicks is a specialty. This is a good way to start developing specialists. If the kicker can get off good punts under this sort of pressure, the game will find him cool and confident.

At least one-third of the kicking practice should be devoted to field-goal and extra-point kicking. Here the same practicability in utilizing other men, especially passers to return the ball to designated receivers, speeds up the practice.

A dragging practice has a bad psychological effect on the kickers. They start killing time, too, which can develop into a real disease leading to blocked kicks. Except for occasional interruptions for corrections, keep 'em kicking—and concentrating. They should be given sufficient time to line up their kicking sights and establish proper stance, but there should be no hesitation once the ball comes back.

Thus we see how a half hour can be effectively used not only for the greatest amount of punting practice but also for the practice of several other skills.

Pre-game kicking drills

Some coaches feel there should be absolutely no kicking the day before a game. This is as logical as forbidding any passing or play rehearsing. The kicking drill on the eve of the game, as the practice itself, should be a light one. Fifteen or twenty minutes are plenty. The idea is to keep the kicker sharp, at the peak attained through the more concentrated workouts during the week.

The following points in regard to kicking drills are worthwhile cataloging:

1. Plot the drill in advance, allowing extra time for the kicks on which the boys are weak.
2. Include as many skills as possible.
3. Hold to the schedule.
4. Keep the practice moving along.
5. Use injured kickers sparingly and watch closely for leg injuries.

While this article has not concerned itself with the actual technique of the kick, it should be remembered that only after the correct form becomes so fixed a habit that it is purely automatic can a kicker be expected to perform with any degree of consistency; and since habit can be formed only by repetition constant practice is required if a player is to become a consistent kicker.

Boys desiring to become real masters of the art will do well to practice it all year round.



Your Favorite McARTHUR SCHOOL GYM TOWELS *Are Still Available!*

● Yes sir! Your student athletes will certainly be surprised and pleased to learn that you are providing them with their favorite McArthur Towels! More and more high schools, colleges and universities are using McArthur Gym Towels as standard equipment because their long-life quality makes them most economical over years of service in school towel systems. If you have not already placed your order for McArthur Towels, we advise you to do so as soon as possible—early orders hasten delivery!

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A COMPLETE PROGRAM FOR SIX-MAN

By Stephen Epler

The father of concentrated football offers practical aids on starting, organizing, and coaching the game

Stephen Epler, the father of six-man football and chairman of the national rules committee, is dean of men at the Southern Oregon College of Education. He passes along a number of helpful suggestions on the organization and playing of the game as gathered from leading coaches throughout the country.

SIX-MAN FOOTBALL is still growing. Last year showed a net gain of 377 high schools (19%) over the previous year. A total of 2,288 schools reported six-man on an interscholastic basis. Many more schools carried the sport on the intramural level. Even the colleges are now playing six-man,

start with a few that have been producing touchdowns and victories.

The T formation has had a rebirth in the past two years following the success of Stanford and the Chicago Bears in 1940. In the world's first game of six-man at Hebron, Neb., in 1934, the Bel-Alexs used the T to score in the closing minutes.

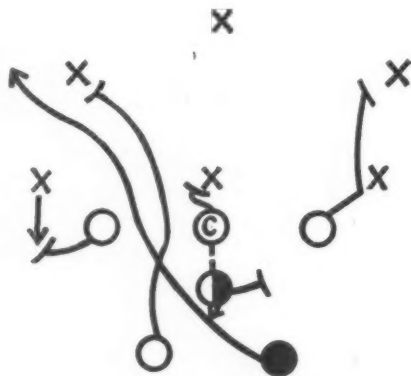
Neither the Bel-Alexs nor Stanford invented the T. Walter Camp used it in 1880 when he played at Yale, and for years it was the most popular formation in the game. Then the single wing, the Notre Dame, and other formations superseded it. Now, once again it may regain its place as the number one alignment.

back, during practice. One day the team scored a touchdown on a play I'd never seen. I rushed out to see what had happened and Ryan explained he had figured it out while in bed the night before."

Do not give your team too many plays; a dozen give you all the variety you need. Coach G. Lundstrom of Brunning, Neb., High School advises: "Learn six plays to perfection. That's enough."

Your team needs one, possibly two, basic defensive formations. The 3-3, 3-2-1, 3-1-2, and the 4-2 defensive formations are diagrammed.

The 3-2-1 is probably the best all-around defense against passes, runs and punts. The 3-3 is stronger against running plays and short passes but



POWER PLAY FROM T

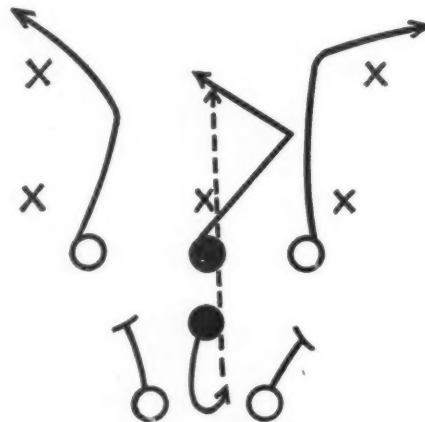
Coach L. A. Patterson, Jacksonville, Ore.

Quarterback takes ball from center, turns to left and makes a short clear pass to fullback who hits inside end and cuts outside defensive half. Left end takes end out; center blocks center to right; right end side-swipes end and goes down for defensive half; and halfback leads play and cuts down fullback.

some intramurally and others on an intercollegiate scale.

What has 1942 in store for the six-man game? The national emphasis on physical fitness and the more rugged sports should increase both varsity and intramural participation—priorities on equipment manufacture permitting. It is even possible that the priorities situation will work to six-man's advantage, as priorities and decreased budgets may force some eleven-man groups to six-man.

Our purpose here is to pass along a few ideas and suggestions on the organization of your program, as well as several plays which coaches over the nation have been using successfully. As every coach is always on the lookout for good plays, let us



PASS FROM T

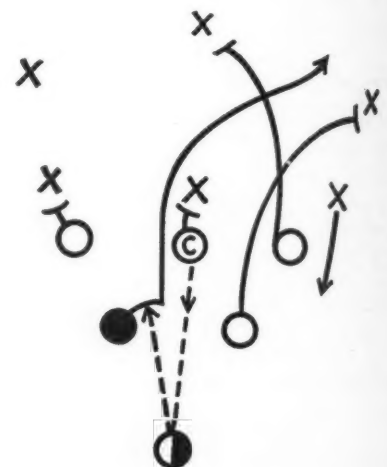
Coach W. K. Hjelm, Old Lyme, Conn.

The object of this play is to spread the defense and leave the center wide open for a pass. Quarterback takes ball from center, drops back five yards and tosses one to center. Both ends go down 10 to 15 yards and cut out. If the center is covered, one end should be open for pass. Halfback and fullback protect passer.

In the six-man T, the ends line up two to four yards out from the center; the quarterback plays under the center, about one yard back of the ball; and the quarterback and fullback deploy four or five yards back of the scrimmage line and one to three yards out, one to the right and the other to the left.

The accompanying plays work off the more popular six-man formations—T, single wing, and punt. Do not hesitate to change them to fit your needs.

"Some of our best plays," declares Coach L. A. Patterson of the Jacksonville, Ore., championship team, "were devised by Ryan, my quarter-



SHOVEL PASS FROM PUNT

Coach L. C. Blackburn, Winchester, O.

This is a good stunt when a punt is expected. Center spirals ball to full who fakes kick. Right end lets defensive end slide by but left end steps back and drives his man out. When defensive linemen are half way to him, full tosses underhand pass to quarter who cuts downfield. Half knocks down defensive half, while right end takes safety.

weaker on punts and long passes. The 3-1-2 is strong against runs and short passes. Coach Beatty of Denton, Mont., uses the 3-1-2 "because it is the surest way of stopping the short forward pass over center."

The 4-2 is strong against line plays but very weak against passes.

Spend plenty of time on defense. Coach Karl Nielson of Litchfield, Ariz., High School stated that his team improved greatly when he spent more time on defense. Give

the scrubs the ball and let them run against your defense.

Remember, too, that fundamentals are the foundation for both offense and defense. Here is some advice on fundamentals:

"Stress blocking and tackling and knowing the rules." *Robert Downs of Armorel, Ark., High School.*

"Blocking and learning to pass on the run, along with handling the ball to eliminate fumbles, are the things we stress most." *C. Johnson of Grand View, Ida., High School.*

"We emphasize open field blocking and timing our blocking at the line of scrimmage." *H. S. Kingsbury of West Lebanon, N. H.*

"You cannot spend too much time on blocking and tackling." *Jack Floyd of Bratton Union High School, Nebraska's 1940 champions.*

"Stress fundamentals: blocking, tackling, and catching, passing and handling the ball." *Robert Green of Easton, Wash., High School.*

Now a few tips on fundamentals:

1. Always keep your eyes open when tackling, blocking, or handling the ball.

2. When tackling, get your body in front of the ball-carrier, then grab with your arms. Do not be an arm tackler.

3. In blocking, stay on your feet as long as possible. Do not be a ground flopper.

4. Keep your fingers spread and let your hands give when catching the ball. Do not fight the ball.

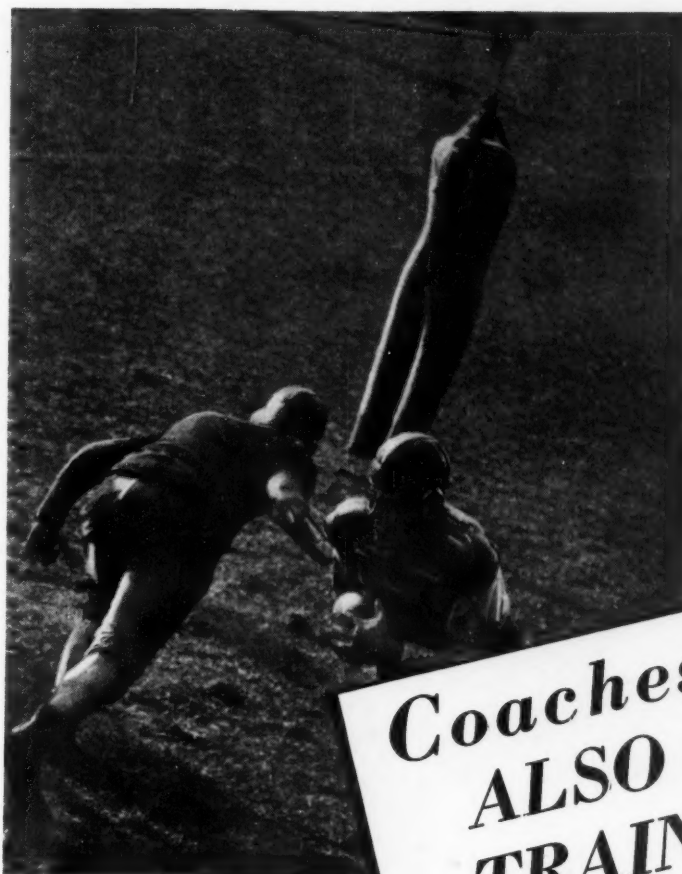
Here is a sample practice schedule to guide your team:

Minutes	Procedure
10	Condition by exercises and wind sprints. Push ups and duck walks are good.
15	Passing and receiving, kicking and catching practice. Work some catching contests into this.
20	Fundamentals: ball-carrying, tackling, blocking and evading blockers.
20	Signal drill: practice plays, go over defensive formations.
25	Scrimmage: Use all your plays and all your players during scrimmage, but concentrate mostly on two or three plays at each practice.

Shower. Take a hot shower followed by a cold one and a brisk rub-down with a clean towel.

Modify this schedule according to the time of the season and the day of the week. Have little contact and no scrimmage the first two or three weeks, and on the day before a game. Touch football is recommended on the no-scrimmage days.

The time schedule should be adjusted to allow you to concentrate on your weakness. If your team



**Coaches
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Generally Speaking . . .

Generally speaking, coaches must be responsible for the condition of their teams.

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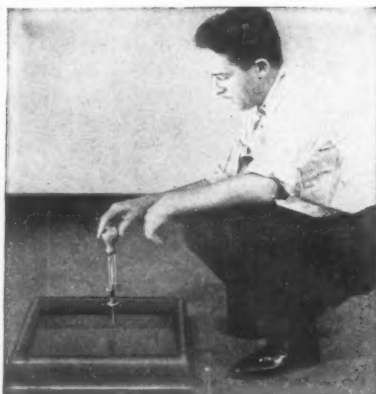
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needs practice on pass receiving, for example, you may take five minutes off signal drilling for this purpose. Make an outline of your practice schedule and carry it with you to practice.

How to start six-man

If your group or school is just starting six-man, you may profit by the experiences of others. Here's how the St. Edward, Nebraska, High School got off to its flying start. The new superintendent, John Quade, who had coached two state championship teams at Hardy High School, found on his arrival that the school and none of its neighbors had any football.

"The first fall, although we had a little Bee-ball and touch football, school spirit was nil. It revived some with basketball and by last spring everything seemed ripe for starting six-man. Most of the parents were willing to let their sons play and we persuaded the board to lend the money for equipment. We purchased fourteen suits of good equipment, each costing fifteen dollars excluding shoes. We also insured each player under the state high school plan.

"We started our first season with some misgivings, but everything turned out better than we anticipated. Nearly \$100 worth of season tickets were sold and our gate receipts at the four home games ran well over \$250. The board was pleased with the game and our success in winning every game but one, and voted to pay half of our expenses. Thus we were able to buy four more complete uniforms. Now we can field three full teams and have a nice sum left in our athletic fund."

Are you having trouble raising money for equipment? Coach Blackburn of Winchester, Ohio, writes: "We raised money by a carnival, a play, and by selling school stationery." Over at Hiram, Ohio, Coach Benedict states that school auctions and a minstrel show by the football boys solved their financial problems.

Others raised money in these ways:

"By boxing shows and carnival." *Grasstown, Minn.*

"Had homecoming party and elected football queen at one cent per vote." *Coach Bodecker, Towanda, Ill.*

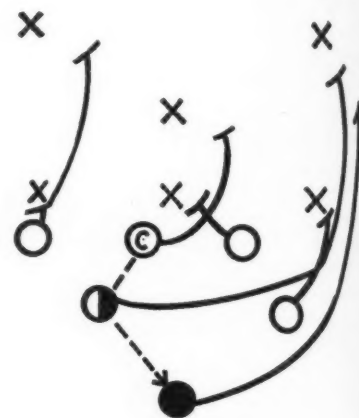
"By selling magazine subscriptions." *Coach Elliott, LaMoille, Ill.*

"By Sports Day program and a carnival." *Coach Butlers, Medicine Lake, Mont.*

"Boys worked for merchants for donations for equipment." *Plymouth, Ohio.*

"Business men bought pants and school board the rest." *Coach Kerber of Flaxton, N. D.*

Find an area large enough for a field and put it in shape. At Virginia City, Nev., the team built its own field. This necessitated drilling and



SINGLE WING END RUN

Coach A. Hughes, Brooklyn Friends, N.Y.

Every team needs at least one good end run. Here's one that goes to the right. Quarterback receives ball from center and tosses it to the fullback who speeds to the right around end. Right end takes defensive center and wingback cuts down end, while center and quarterback go down for the secondary.

dynamiting several tons of rock and hauling by hand 37 loads of top soil.

The Prospect, Ore., High School in the timber country near Crater Lake National Park, had to cut down scores of giant trees and remove the stumps to make space for their field. The porous sandy soil is ideal on wet days as it drinks up the water. The writer saw two teams play with surprisingly good footing in a storm.

Night games on a lighted field have been a boon to many teams. Coach Weidman of Elloree, S. C., reports: "After installing lights, our crowds more than tripled." The Kiwanis Club at Oregon, Mo., paid for the lights on its six-man field and used the field in the summer for softball. At Avon, Ohio, the boys made the goal posts from two-inch pipe which they cut out and placed. Pollock, S. D., solved the dummy problem for blocking and tackling practice by stuffing sawdust into grain sacks.

If you have other six-man teams waiting to play, you're all set. If you are the first in your region, you must do some missionary work. Like Stronghurst, Ill., you may have to play intramural the first year. As the neighboring schools pick up the

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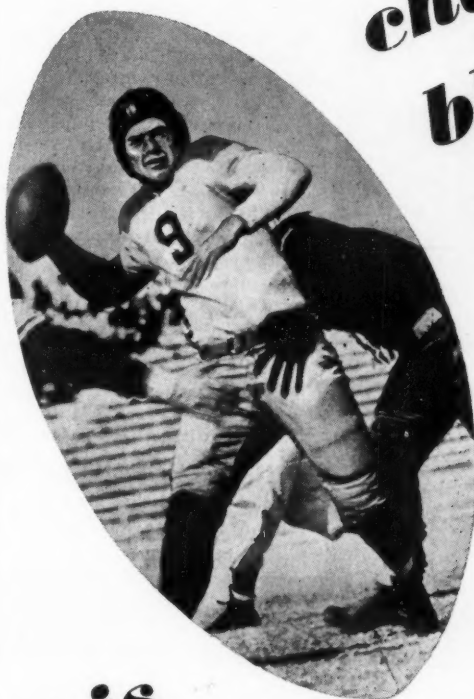
Sometimes the league will grow too rapidly. In this case, split it in two. This was done very successfully by the league in Minnesota which includes Silver Lake High School. This league now has five teams in the East and four in the West. The top teams in each division play for the league championship. A silver trophy goes to the winner and gold footballs to the twelve best players in the conference.

A jamboree is a smart promotional stunt with which to open or close your season, or to use as a mid-season stimulant. It is a grand get-together for all the teams in your league. From three to eight teams can play in the same afternoon or evening.

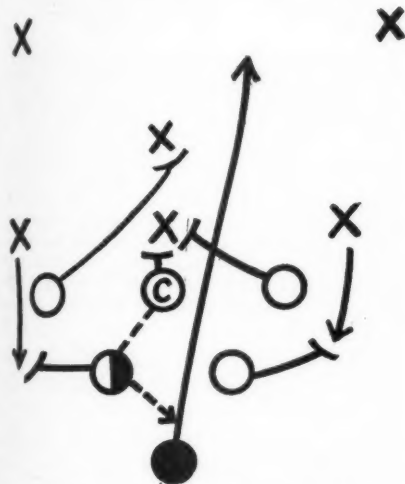
The seven teams of the Southern Oregon Six-Man Football League held their 1941 jamboree at Medford, the largest city in the area. Nearly 1,000 spectators, many of whom had never seen a game, attended the event. Each team added about \$20

WINNING FOOTBALL TEAMS ARE GREAT

charging
blocking
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teams



this means RIDDELL shoes for perfect footwork



BUCK FROM SHORT PUNT

Coach W. E. Solberg, Starkweather, N. D.

As Starkweather allowed both ends in and sent own ends down, opponents couldn't tell whether they were coming down for a pass or to block. Center shot ball to quarter who made a clear pass to full. End and center both worked on defensive center. Backs blocked out ends while left end cut down full.

to its treasury after all bills were paid.

There are several ways to stage a jamboree. Last year the three most easterly teams of the Southern Oregon league met the four western teams in a full-length game, each team playing a quarter.

The teams drew to see in what order they would play, with the three eastern teams drawing a second time to see which would play two quarters. The final score, as in

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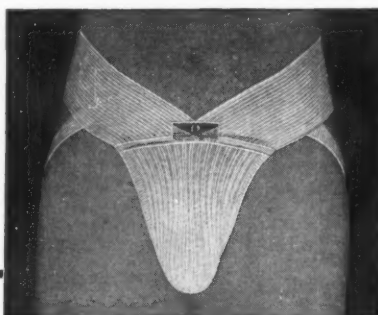
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Examine the Apex at your dealer's today, and see for yourself what this new athletic supporter offers your students. Also see the fine line of anklets and knee caps that are still available—and that still rigidly retain Olympic Champion quality.

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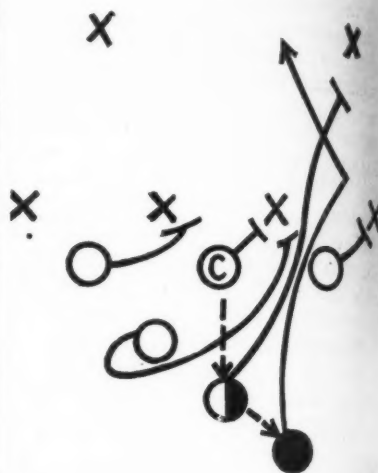
Athletic Supporters • Ankle Braces • Knee Caps • Protective Cups

Over 10% of the entire weekly payroll of the O-C Manufacturing Company is being used for the purchase of war stamps and bonds.

any game, was determined by totaling up the quarters.

As a variation, each team may play every other team a short five or six-minute game. This is feasible only where you have five or less teams. If you have three teams, play six five-minute games, each team playing the others twice.

A four-team round-robin consists of six games with three appearances for each team. Five teams play a



POWERHOUSE PLAY

Coach C. L. Peters, Greensboro, N. C.

In the Greensboro Y.M.C.A. powerhouse from a modified single wing, left half faces left side of line. When ball is snapped, he spins and cuts between end and center to help center block his man. Right end keeps out defensive end, and quarter leads play after making clear pass to full, who drives straight ahead.

total of ten games, each playing four times. A complete round-robin for six teams takes 15 games, while seven teams require 21 games, which is too much football for the fans as well as the players.

In 1940 the Southern Oregon league used the elimination-tournament idea in its jamboree. While five short games were played, no team appeared more than three times. Games were limited to eight minutes so that the winners saw only 24 minutes of action.

Ties were ruled out by giving the decision to the team with the most first downs. If they were also tied in first downs, the team ahead in the league standings stayed in the tournament.

The scrappy little Talent High School team held the strong Gold Hill eleven to a scoreless tie and were one up in first downs until the last play of the game when Gold Hill crashed over for the deciding first down. Gold Hill, by virtue of its higher league standing, was declared winner.



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Jacksonville nosed out Prospect and trounced Gold Hill in the final championship game. Believe it or not, Jacksonville scored three times in its first game before it had a chance to start a play with the ball. This unusual feat was accomplished by intercepting a pass and running two fumbles over for touchdowns.

Here are some points that will help your league put over a successful jamboree:

1. Seed your two best teams; that is, place them on opposite sides of the bracket, to insure a good final game.
2. Have two sets of officials to prevent delay between games.
3. Have the teams for the next game warmed up and ready to go as soon as a game is finished.
4. Let no team play a total of over thirty minutes for all its games.
5. Feature school bands and drill teams on your jamboree program. The Talent girls' drill team and the Jacksonville band were two features of the evening.

6. Advertise your jamboree well to insure a good crowd.

If you're having trouble inducing your group or school to take up six-man, don't be discouraged; just keep on pitching.

BADMINTON TOURNAMENTS

The National Scholastic Badminton Tournaments—all intramural—are open to all senior high schools in the United States. There is no entry fee. Each school has complete control over its own tournaments, and may hold them any time this fall or next winter.

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ARE YOU USING AN 8-MAN LINE?

By Arthur R. Winters

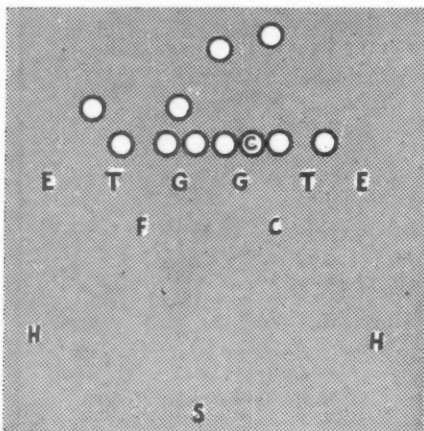
Arthur R. Winters' coaching experience covers four years as assistant coach at Case (1923-27) and fourteen years as head coach at Hamilton College. He is also on the Membership Committee of The American Football Coaches Association.

DESPITE the furor over the T formation, and modern refinements in forward passing and spinning attacks, a glimpse into football's logbook for the past decade reveals that for steady progress and development the palm goes to defense.

Since the turn of the '30's, we've seen the once unorthodox six-man line become standard, a gravitation to fours and fives, shifting and looping lines, and flexible defenses.

Today your quarterback looks at a five-man line on one play, a seven on the next and a six on the next. Or he may see a five-man line as he comes out of the huddle and a six-man wall, or vice versa, before his team gets the play away.

In the midst of all these revolutionary changes, a certain old but still serviceable style of defense has been shoved into the background, namely, the eight-man line. This neglected formation is not presented here as anything new but is offered in light of its inherent values as an auxiliary defense.



Regular Six-Man Line

For many years the eight-man line has been used in two distinct situations. Its most popular use has been as a goal-line defense, in the form of an 8-3 or an 8-2-1; or as a safeguard in the danger zone, especially against running attacks that have threatened to overwhelm the normal defense.

In this contingency the practice has been to drop extra men into the

line without too much regard for spacing or balance. While the results have been good, coaches have hesitated to take the risk outside their own five or ten-yard lines.

The second use of the eight-man line has been in certain kick situations. Here the defense, confronted with a sure kick, has used eight men to rush or overpower the kicking team. This particular adaptation of the eight-man line has usually been set up with more forethought and design than the goal-line defense.

These are the generally recognized uses of the eight-man line. Upon investigation other interesting possibilities come to light. Of these perhaps the outstanding is as a nuisance worker.

Offenses are confused by surprise defenses which deploy men in unanticipated positions. The situation must be quickly diagnosed and tactics devised to meet it, or the play will invariably end in failure.

The blockers are forced to react immediately. If they're in doubt as to what to do, they'll usually disregard the added danger and execute their normal assignments. When several linemen and backs respond in this fashion, they're sure to have an unwelcome company in the backfield.

Two or three losses sustained in this manner are enough to disorganize the attack and produce an unfavorable psychological reaction. Even if the offense recognizes the defensive setup, it still is under pressure. It must meet the defense in unexpected places and where the blocking angles are less desirable.

The eight-man line has proven most effective when used in conjunction with the usual style of defense. It will be contended that the offense can spot this setup. True, but the shift into the eight can be so delayed and combined with other defenses that it will continue to be effective.

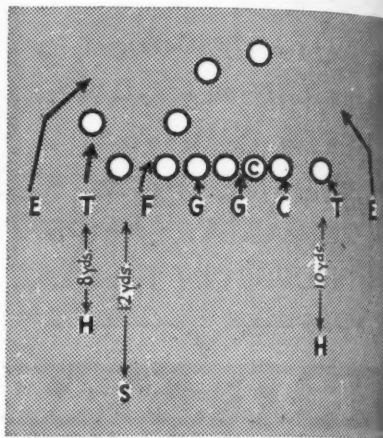
When used in connection with a closely knit six-man line with the backers-up close, the change to an eight can be quickly made. Naturally this defense will bear more fruit against a team that huddles than against a team that calls signals from the line of scrimmage. Few teams are prepared to meet an eight-man defensive line.

The accompanying diagrams show one method of shifting from a 6-2-2-1 into an 8-2-1. The guiding principle against any tight offensive for-

With modern shift trimmings, it is still very serviceable as an auxiliary defense

mation is to meet strength with strength. In changing from a 6-2-2-1 this is achieved by moving the guards in half a man, the tackles and ends out a full unit and bringing the backers-up in between the defensive guards and tackles.

The basic objection to this defense is its impotency against forward



Transition to Eight

passes. This depends upon your point of view. If you build your pass defense on the principle of rushing the passer and forcing the play, the eight-man line will fill the bill.

A man-to-man system of assignments is used. The safety takes the strong-side end, the strong-side half takes the outside or No. 1 back and the short-side half takes the short-side end. The strong-side tackle charges into the wingback, as the other seven men on the line rush. The threat of a long pass is definitely reduced. To escape being smothered, the passer must throw hurriedly and shortly.

Variations of this pattern have been used. Brown, for example, charged two men into each of the Yale ends in one game. The man-to-man assignments in the backfield may be changed to zone to meet the threat of a flat pass. One of the weaknesses of the man-to-man defense lies in its inability to cope with short flat passes to the No. 2 or blocking back. Sometimes a lineman is assigned to this man.

Another point in favor of the eight-man line is that it enables your line to stand up against a stronger opponent. As the secondary ramparts are short-manned, the eight-man line must make every effort to stop

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the play as soon as possible. Consequently, a fast charge is required.

While advocating a fast-charging line, we must recognize the peril trap plays engender. If the ball-carrier gets through with any interference ahead of him, the defense has a real problem on its hands. The danger is similarly acute on quick-opening plays. The defense cannot afford to let the offensive line gain an edge.

When behind late in the game, the eight-man line is a handy weapon with which to try to gain possession of the ball, especially if the offense is using conservative tactics. It may force a fumble or produce a loss necessitating an early kick. One thing is sure: A charging eight-man line spells sudden death to lateral pass plays behind the line.

The weaknesses of the octo-defense crop up when the offense starts resorting to quick kicks and flanker plays. Danger from the quick kick depends a lot on the position of the ball. Even though the safety man may lay back as long as possible, the offense may at the last moment change the signal to a quick kick. Against the flanker type of offense the comparative inflexibility of the 8-2-1 does not lend itself as a good defense.

In developing this defense, the coach should proceed as carefully as he would in building his other defenses. He must take into consideration the style of his opponents, the personnel of his own squad, the general plan and then the details. He should chart its structure, indicate the spacings and show how he wants each man to play. At the same time he should give his men some latitude in their play, for he cannot anticipate every situation.

The defense must then be practiced under game conditions and in conjunction with his other defenses. Generally speaking its use will depend upon the tactical situation.

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NO MATTER what your net problems may be you'll find them all answered in The Linen Thread Co.'s 1943 catalog on Gold Medal Sports Nets, which you may have free for the asking.

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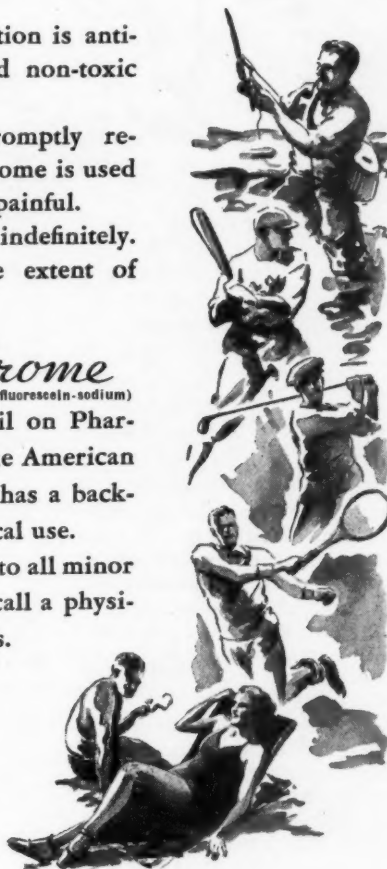
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Coaches' Corner



If you have something for this column send it to Bill Wood, Evanston Township High School, Evanston, Illinois.

There's no use kidding ourselves. The coming school and college athletic season is going to be different, a whole of a lot different. Take a look at the lineup of coaches, for instance. Hundreds of the headliners are now important cogs in Uncle Sam's armed forces; many others are joining up every week. Lots of old timers still in the coaching game have new positions, some making a change after fifteen or twenty years in one spot. Who's going to do the coaching this year, we'd like to know? The annual crop of new coaches just graduating from college is practically non-existent. Older men with coaching experience have been drawn into administrative positions. Maybe this is that long-awaited opportunity to give the games back to the players.

Up for final decision: Will next season find Negro baseball players in the big leagues? Commissioner Landis has published the statement that Negroes have never been banned from organized baseball. To sign them or not is a matter left entirely to the discretion of the owners and managers. Comments from the coaches of the country, both pro and con, are invited.

Fabulous Falkenburgs: The Kids Falkenburg, Tom and Bob, seem to have everything their way in the junior tennis world this summer. When one fails to win a tournament, it's because the other one beat him someplace along the line. Then they team up to win the doubles titles. Even so, the general public seems much more interested in the feminine member of the family trio, the glamorous Jinx. She's quite a tennis player, too.

There's wailing aplenty in the wigwam of Indiana basketball. Where, oh where can the state tournament be held next spring? Butler's mammoth

field house, seating capacity 15,000, has been taken over by the Navy. Since the field house was never big enough anyway to take care of more than a small percentage of the Indiana faithful, we recommend that the IHSAA pick out the largest county in the state and stretch a tent over it.

If the Fitzgerald, Ga., high school football team is demolishing its practice dummies these days, you can blame it on the *Arachis hypogaea*—peanut to you. The entire squad spent the latter part of the summer harvesting peanuts in their home county fields. They took the place of older men now in uniform. Weary, footsore, and with aching hands, they stuck it out in the blistering Georgia sun for motives patriotic and, as Captain Raynor remarked: "A month of this and, oh, man, we'll be the toughest high school football team in Georgia."

Fish breakfast deluxe: When Bill Rendall of Madison, Wis., caught a crappie that weighed three pounds, five ounces, he was more than a little excited. When he had the fish served to him the next morning for breakfast, he was delighted with its taste. There had never been a better crappie. "Without a doubt," his friends informed him a few hours later when they told Rendall that his fish would probably have won some \$300 worth of fishing tackle and a national prize for the biggest panfish caught in 1942.

The secret of Ted Williams' batting success is prayer. "Before I go to bat, I always pray," says Ted, "for a right field wall, a wind blowing out that way, and a fast ball, belt high."

Silliest stunt of the summer was probably sixteen-year-old Charles Comiskey's dash on to the White Sox diamond to bait an umpire, *a la* Jimmie Dykes. Everybody is sorry about the affair now, even the American League president who had to bar young Comiskey from sitting in a player's uniform on his team's bench.

Milwaukee's war industry gained a recruit when it became apparent that Bill Caldwell of Durant, Okla., would probably be one of the ends for Marquette in the forthcoming football wars. His father, Henry, got a job in Milwaukee just to be on hand at the Hilltoppers' home games.

Maybe this is an out-of-bounds item, but all of the signs point to a big increase in North American game bird population. Government surveys indicate that the waterfowl hatch is the greatest in many, many years. Hunters will be far fewer because of war work, lack of transportation, and the shortage of shells. Glad to know that some living things get a break out of the war.

One of the classic hardluck stories is that of Hank Donahue, Villanova sophomore pitching ace who held the University of Vermont hitless but lost the ball game 2 to 1 on five walks and a few errors, the latter contributed by his teammates.

Against Canton, Ill., High School, Jack Radovich of Kewanee had complete control of the scoring situation. He shut out Canton without a hit and hit a home run in the second inning for a 1 to 0 Kewanee victory.

The "Younger Set" continues to make headlines. The Boy Wonder in tennis is ten-year-old John Koliba of Hamtramck, Mich., whose brilliant play has amazed tournament experts. Ronald Riba, also ten, of Chicago, is an accomplished trapshooter. Officials of the Sunset Ridge Country Club were a bit startled when Marilene Bauer showed up at the Women's Western Amateur Golf Tournament as the contestant from Aberdeen, S. D. She is eight, going on nine. Golfer Bobby Dawson, six years old, of New York, has a hole-in-one to his credit. Four-year-old John Zager of Chicago Heights entered the American Bowling Congress a year ago and promptly proceeded to roll himself a strike. Our favorite, however, is the veteran swimming star, Edwin Lennox, Jr. of Edgewater Beach, Chicago. He's three, and when a reporter tossed a nickel in the pool, the kid came up with the remark that he couldn't locate the coin, but would the reporter please throw in a quarter.

"Besides being the oldest coach in the Saginaw Valley, Stan Browne of Flint Central has a new sprig to add to his laurel wreath; he put the enemy's field in condition so that his team could play. A baseball game was scheduled with Port Huron. Shortly after Coach Browne and his team had left Flint, word came to his wife that the game would have to be postponed because the playing field was wet. There followed an attempted rundown of Coach Browne and his boys. Even the state police took part, but no luck.

"Meanwhile Browne reached Port Huron and went out to have a look at the field. It was wet, but not knowing

that the local players on for shovel the sun ha in pretty astonished on the se ers and Browne's gods do s Colucci, M

If you have it to assault an on pages the buck Mass., m

The so pound pa foot obst half minu Take of foot wall leap a fla a series water m clamber by rope mount a scend on a four-fc twenty-fc inches w ground. Then, a fifteen-under a cross the

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In ord nation a ing prog the Navy schools, ter) were under N month o all of the training The idea set up identical build th their in guides t and poin It wa worked education nent pla should h

that the game had been postponed by the local officials, Browne sent his players out to scout the neighborhood for shovels and rakes. In an hour or so the sun had come out and the field was in pretty fair condition. Finally the astonished Port Huron coach arrived on the scene. He rounded up his players and the game was on. Coach Browne's team won 3 to 2. At times the gods do smile on the worthy!"—Frank Colucci, McKinley School, Flint, Mich.

If you think our future generals have it tough at West Point (see the assault and obstacle courses outlined on pages 7-10), take a look at what the buck privates at Camp Edwards, Mass., must go through:

The soldier grabs his rifle and 30-pound pack and marches to the 1,542-foot obstacle course. In three and a half minutes, he must:

Take off with a yell, mount an eight-foot wall, slide down a ten-foot pole, leap a flaming trench, weave through a series of pickets, crawl through a water main, climb a ten-foot rope, clamber over a five-foot fence, swing by rope across a seven-foot ditch, mount a twelve-foot ladder and descend on the other side, charge over a four-foot breastwork, and walk a twenty-foot catwalk some twelve inches wide and seven feet over the ground.

Then, swing hand over hand along a fifteen-foot horizontal ladder, slither under a fence, climb another, and cross the finish line at a sprint!!!

Goldfish have a traditional appeal to the college undergraduate's palate, but to Princeton's swimming coach, Howie Stepp, they are just food for thought. Some wags dumped a lot of them through a skylight into the Tiger's pool during Princeton's last meet with Yale. A week's netting brought up 1,000 of the shiny fish, but no appreciable dent in their numbers could be noticed. The pool had to be drained.

Watch out for the Q-T formation next season. Manhattan College will set up with the quarter under center, two back in a T, and a wingback.

In order to give the coaches of the nation a picture of the rigorous training program now being followed by the Navy at its four pre-flight training schools, 800 coaches (200 at each center) were given a two weeks' course under Navy supervision during the month of August. Insofar as possible all of the coaches followed the regular training routine of the enlisted men. The idea was not to have the coaches set up physical education programs identical with that of the Navy, but to build their own programs to meet their individual problems, using as guides the ends sought by the Navy and points of special emphasis.

It was a great idea that we hope worked out successfully. Physical education may yet achieve the prominent place in the curriculum that it should have.

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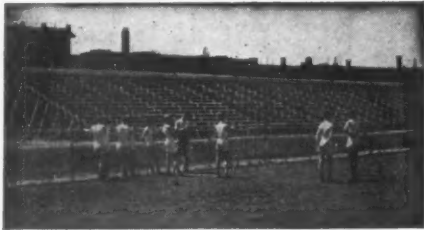
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High School Football Rules Changes

BESIDES the actual rules changes, the high school football code for 1942 includes a number of improvements in the way of organization and additional tables and diagrams.

The whole philosophy of penalty enforcement is now contained on one page of the rules book (page 25). The principal features are illustrated in the accompanying diagram, which covers most of the possible foul situations.

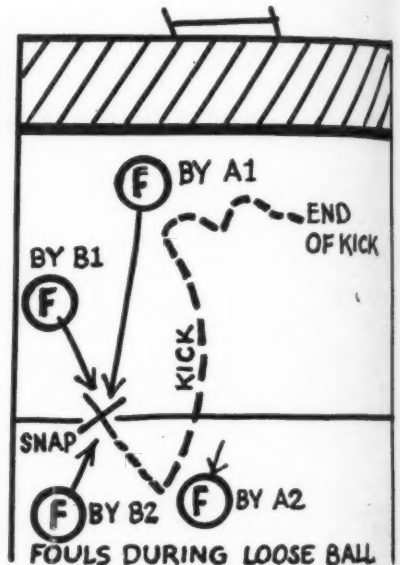
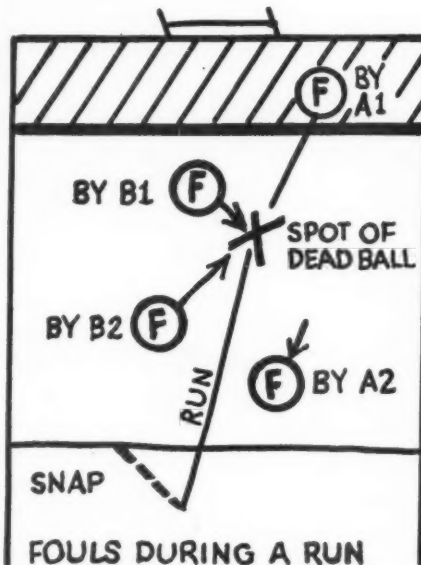
There are only a few fundamentals to remember. If a foul occurs during a running play, the fundamental spot of enforcement is that on which the ball is dead—not the spot of the foul.

The old method of enforcing penalties from the spot of the foul was

fundamental enforcement spot (where ball is dead). The fourth type of foul, where the offense fouls behind the spot of the dead ball, is enforced from the spot of the foul.

If a foul occurs during a loose ball, the fundamental enforcement spot is the spot of the snap or free kick which put the ball in play. Here again three of the four possible fouls are penalized from this fundamental spot. The fourth, a foul by the offense behind the fundamental spot, is enforced from the spot of the foul.

The only possibility for a foul other than during a run or a loose ball is while the ball is dead (between downs). In all such cases, the spot of enforcement is the succeeding spot (where the ball would



a holdover from rugby. In rugby it is illegal for any offensive player to be in advance of the runner; consequently, fouls cannot occur in advance of where the ball is dead.

In football, on the other hand, the whole idea is to deploy men ahead of the runner to provide interference for him. Thus any attempt to enforce penalties from the spot of the foul results in inequities and makes it necessary for a team to decline penalties.

To eliminate this inconsistency, the interscholastic rules committee has reshaped the enforcement philosophy. There are only four possible foul locations in relation to the spot where the ball is dead at the end of a run (see diagram). Three of these fouls, that is, any foul by the defense and any foul in advance of the spot of the dead ball by the offense, are now penalized from the

have been put in play if no foul had occurred).

Another illustration of how the code has been simplified is a free-kick summary which clearly outlines the main problems connected with the free kicks. A blanket rule now covers all three types of free kicks—kick-off, kick after safety, and kick after free catch. When the free kick had three entities, there was exactly three times as much brainwork required to memorize all the vagaries of the rules.

In the 1942 code, the provisions for the free kicks are identical except for the fact that a field goal cannot be scored by a kick-off but may be scored by kick after safety or after a fair catch.

A summary of other major rules changes follows:

1. On interference by B during a forward pass, the penalty will be

a loss of the snap down for receive ad

2. On when the session be the ball killed. The ability of kickers. makes it a kick from ing team ly, there

3. On pass or ki during ar mage, the from the ent), excu fence behi which ca the spot

4. Follow forward scrimmag vanced b

5. On i behind t (uninten loss of a

6. The withdraw returning will be 1 Also, the quired to substitut soon as l eree or u

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a loss of 15 yards from the spot of the snap and an automatic first down for A. Flagrant violations will receive additional penalty.

2. On kicks from scrimmage, when the kicking side secures possession before the receivers touch the ball, the ball is immediately killed. This eliminates any possibility of an illegal advance by the kickers. A related modification makes it clear that the touching of a kick from scrimmage by the kicking team is a legal act; consequently, there is no penalty.

3. On fouls prior to a forward pass or kick from behind the line or during any loose ball from scrimmage, the penalty will be enforced from the previous spot (as at present), except if the foul is by the offense behind the previous spot, in which case the penalty will be from the spot of the foul.

4. Following the completion of a forward pass behind the line of scrimmage, the ball may be advanced by a kick, pass or run.

5. On incompleting forward passes behind the passer's own goal line (unintentional), the penalty will be loss of a down.

6. The penalty for a player being withdrawn from the game and then returning before a play has elapsed will be five yards (instead of 15). Also, the captain will not be required to sanction a substitution. A substitute will become a player as soon as he has reported to the referee or umpire.

NATIONAL FEDERATION NEWS

THE most recent step in the direction of discouraging long-term credit and charge accounts is the enactment of Federal Credit Regulation W which requires all bills to be paid by "the 10th day of the second calendar month following the calendar month during which the article was sold."

This means that if an article is purchased this month it must be paid for not later than the 10th of November. If payment is not made, the purchaser's credit is withdrawn and he is considered to be in default. He may not purchase further goods until his credit is re-established.

There is some doubt as to whether this regulation applies to school athletic departments. Until this point is clarified, it may be assumed that the regulation will not apply to such departments. In either light, this is a good time to give added attention to the matter of maintaining a high-credit rating and to planning finances so that you operate on existing, rather than on anticipated funds.

(Continued on page 47)

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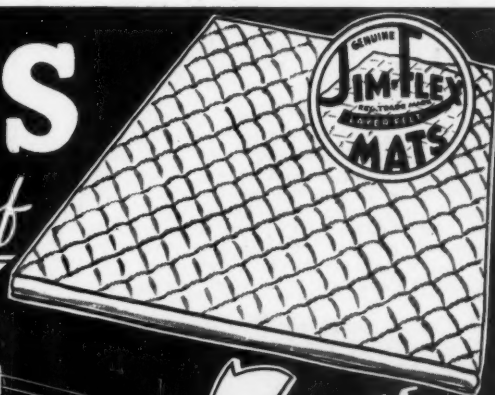
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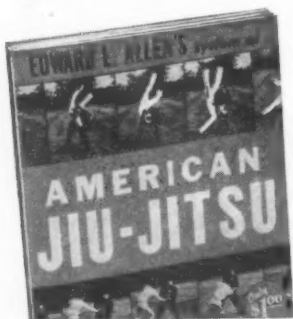
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Reading Aids for
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JUDGING from the physical examinations of draft-age America, it would appear that somewhere along the line our physical education system is bogging down. Nearly a third of the cream of our manpower is suffering from glaring physical defects.

What can we do about it? The task of rebuilding the youth now being drafted is out of our hands. That's a problem for the Army and Navy. But the responsibility for the boys and girls who will carry the ball tomorrow rests upon the school administrator's shoulders.

First we must carefully investigate what we have been doing, or failing to do, to develop the physical side of our schoolboys and girls. If we've been falling down on the job, we must effect the necessary changes.

Most administrators are now engaged in meeting this challenge. Their efforts are already producing results. First is an almost nation-wide increase in the daily hours allocated to physical education. Second is the redirection of the program to stress sports for all. And third is a new emphasis on activities that engender "toughness."

The latter idea has been borrowed from our Army and Navy programs. It is generally agreed that our athletic programs have developed mental alertness, agility, initiative, and a sporting instinct possibly superior to that of our enemies. But there is little question that their youth are stronger, tougher and steeped in a fanatic nationalism that drives them into ruthless methods of total warfare.

Our mission, then, it would seem, is to train our youth to be stronger and tougher, both physically and mentally. The military

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PHYSICAL CONDITIONING

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By **GEORGE T. STAFFORD**, Author of "Preventive and Corrective Physical Education" and **RAT O. DUNCAN**, Author of "Six-Man Football," both of the University of Illinois

This new book is primarily intended for use by the coach and athlete but can be used to great advantage by anyone who wishes to get in good physical condition. The exercises have been arranged to meet specific needs of each sport and have been classified for each sport. The exercises have been especially designed to help all parts of the body. Of particular interest to women is the exercise program especially prepared for them. The diagrams are particularly illustrative of exercises described.

THE CONTENTS: Preface, The Need for Physical Fitness, The Road to Physical Fitness, The Conditioning Program, Sports Conditioning—Physical Fitness Fundamentals, Time Schedule, Warm-up Series, Organizing the Conditioning Drill, Baseball, Basketball, Boxing, Gymnastics, Swimming, Track, Weight Lifting, Wrestling; Physical Fitness for All—The Exercise Program for Men, The Exercise Program for Women.

JIU-JITSU

By **FREDERICK P. LOWELL**, Noted Jiu-Jitsu Instructor

The outstanding advantage of jiu-jitsu is that it enables an unarmed man to defend himself against someone who is physically stronger, and in many cases, against someone who carries weapons. The author describes, step-by-step, the fundamentals of the "gentle art." Emphasis is laid upon quick thinking, self-assurance and flexibility as basic principles of successful jiu-jitsu. The book begins with body exercises which are helpful in achieving skill in jiu-jitsu tactics. The text is then divided into 61 lessons progressing from defensive tactics to offensive tactics. By use of 150 photographs the reader is able to follow the instructions clearly and accurately. The book is admirably suited for use by civilian defense workers, police forces, state guards, and members of our armed forces.

TABLE TENNIS

By **JAY PURVES**, Formerly National and World's Woman Table Tennis Champion, Instructor of Physical Education, University of Wisconsin

In concise and simple language the former world's champion describes the fundamental techniques of successful table tennis. This sport is becoming increasingly popular and this practical manual will help the reader to enjoy table tennis more because it gives a basic knowledge of the principles of winning play. The book can be used by players and coaches alike. Of particular value is the chapter on Pitfalls of Beginners and Their Correction. The Official Rules are included.

THE CONTENTS: Table Tennis Is Born, Why Play Table Tennis, Equipment, Techniques of the Game, The Game of Doubles, Pitfalls of Beginners and Their Correction, Informative Please, Questions and Answers, Tips for Teachers, Code of Fair Play, The Official Rules, Glossary of Terms, Bibliography.

TITLES ALREADY PUBLISHED INCLUDE: Six-Man Football, Skating, Skiing, Softball, Track and Field, Volley Ball, Wrestling, Ice Hockey, Swimming, Tennis, Archery, Baseball, Basketball, Badminton, Basketball for Girls, Field Hockey for Girls, Soccer and Speedball for Girls, Bowling, Boxing, Football, Handball, and Golf.

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is undertaking this task through intensified courses in activities such as boxing, wrestling, football, jiu-jitsu, swimming, and track which, while good body builders, also stress some of the realities of warfare.

These are some of the activities that are now being introduced or re-emphasized in our school programs. Some schools are going even farther in their efforts to prepare the students for military life. New York City, for example, has a new health education setup which is expected to develop a corps of Junior Commandos.

The program has already been successfully installed at Flushing High School. It provides for a gradual increase in standards of running, jumping, weight-carrying, and other physical tasks.

Among the requirements for a Commando rating are: dip ten times on parallels, chin ten times, climb ropes without feet, vault over elephant at five feet, pick up and carry own weight 100 yards, high jump four feet, step and leap sixteen feet, running broad jump sixteen feet, run quarter mile in sixty-two seconds, run half mile in two and one-half minutes, and run mile in six minutes.

These Commando tests, as you can see, include all the physiological activities necessary for the all-around development of the youth.

At Yale University, volunteer combat teams are following a severe training program modeled after that of the British Commandos and the American Rangers.

The activities embrace: swimming, body building and physical fitness tests, field conditioning, a manual labor problem, and personal combat. In the latter tests, the students will compete in wrestling, jiu-jitsu, and hand-to-hand street fighting with no holds barred.

This, then, is the trend of physical education. To many school instructors, these activities represent radical departures from the beaten track. They will need assistance in their teaching plans. That's where the books on these facing pages come in. Here may be found many of the best current texts on "toughening" activities. Round out your sportshelves with these ready references on materials and methods.

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New Books on the Sport Shelf

AMERICAN JIU-JITSU. By Edward L. Allen. Pp. 78 (11 by 8½ in.). Illustrated. New York: Sun Dial Press. \$1.

THE Allen refinement of jiu-jitsu, which he calls American jiu-jitsu, is now being used by thousands of law-enforcement officers in the United States. It is the harvest of 20 years of study and teaching experience in Y.M.C.A.'s, universities, penitentiaries, and police schools.

It is a well-conceived plan of self-defense and attack consisting of a series of holds, locks, and blows which, when applied to certain nerve centers of the body, will instantly render an opponent *hors de combat*.

In general, it is based on three principles: (1) misdirection, faking the direction of attack; (2) balance, acting quickly to catch and keep the subject off balance; and (3) leverage, this makes it possible to subdue and hold an adversary twice the expert's size.

In his book Mr. Allen outlines the fundamental principles and a variety of attacks and counter-attacks. He has purposely chosen stunts which are easily understood and which cover common situations.

It is more or less of a picture book. All the stunts are shown in progressive action pictures extending across two full facing pages. There are 328 photographs in all. Explanatory text appears under each picture.

From a teaching standpoint this arrangement is ideal. You don't have to know anything about jiu-jitsu to learn the stunts.

New guides and rules books

1942 N. C. A. A. Football Guide. Edited by Walter R. Okeson. 50c. Contains the official rules, complete 1942 schedules and 1941 records of all college teams, the standings of 59 college conferences, and special articles by Frank Leahy, Lou Little, Lieutenant Commander Tom Hamilton, and others.

1942-43 Recreational Games and Sports Guide with Bowling and Track and Field (for Women). Edited by Mary Browne, Mrs. W. H. Zang, and Dorothea Dietz. 35c. An exceptionally useful manual for physical education instructors and recreational leaders. Contents include 29 recreational games, 27 recreational sports, and numerous technical and general articles on bowling and track and field. Diagrams supplement the text.

1942 Winter Sports and Outing Activities Guide (for Women). Edited by Mildred S. Howard. 35c. Three sections comprise this guide: Skiing, Skating, and Outing Activities. Many of the country's foremost authorities on

these subjects contribute articles on technique, equipment, and group instruction.

1942-43 Basketball Guide (for Women). Edited by Josephine Fiske. 35c. Includes the rules, complete information on officiating and officials' rating committee, and the usual good technical articles on offense, defense, and drills.

1942-43 Individual Sports Guide (for Women). 35c. Contains rules, many helpful instructional articles, and other useful information on these sports: Archery (edited by Myrtle Miller), Fencing (edited by Frederica Bernhard), Golf (edited by Leonore Alway), Riding (edited by Jane Lawyer), and Tennis (edited by Aileen Lockhart).

1942 Field Hockey-Lacrosse Guide (for Women). Edited by Martha Gable and Louise Burbeck. 35c. Women charged with the coaching of these sports will find the complete rules codes, a large number of practical coaching material, and other helpful suggestions.

The following National Federation guides are also ready for distribution:

1942 Interscholastic Football Rules (Including Six-Man Rules). 25c.

1942 Interscholastic Football Play Situations. 50c.

1942 Six-Man Football Rules. 35c.

WINNING BASEBALL. By Ethan Allen. Pp. 64 (9 by 12 in.). Illustrated—photographs and diagrams. New York: McGraw-Hill Book Co. \$1.50.

THAT human encyclopedia of inside baseball, Ethan Allen, has done it again. He has hit another home run in the field of baseball literature. His first, *Major League Baseball*, is still probably the best technical text around.

His second, *Winning Baseball*, represents a new approach to instructional literature on the game. It is the first actual picture analysis of fundamentals. Allen is admirably qualified for this sort of work. A former major leaguer of distinction, he now writes and directs the annual National League films.

From his collection of moving pictures, he has selected a superb series for *Winning Baseball*. Practically every National League star appears somewhere as a subject. For the most part, they are shown in progressive action strips. But where closeup detail is necessary, they pop up in single action shots as well. Terse, highly informative captions accompany each set of pictures.

The book is arranged in two sec-

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tions: Defensive Baseball, covering pitching, catching, infielding, outfielding, and team defense; and Offensive Baseball, on batting, bunting, base running, and sliding.

Allen does a swell job in his coverage. In 406 pictures he describes everything from hiding the pitching hand to taking a lead off first. Particularly valuable for high school men are 10 full page diagrams on the placement of bunts and on team defense on hits and sacrifice bunts.

The material is discriminately comprehensive, nicely organized and as authoritative as is humanly possible. Anything a man may want is here in crystal clear easy-to-follow pictures. There is no coach who can't benefit by application to same.

A HISTORY OF PHYSICAL EDUCATION IN THE UNITED STATES.
By Norma Schwendener. Pp. 237. Illustrated—photographs and drawings. New York: A. S. Barnes & Co. \$2.

THE latest addition to physical education bookshelves is an interestingly written, solidly organized historical treatise which reflects the social, religious, economic, and political scene influential in each period of American life, with the attendant increase or decrease of interest in exercise, recreation and sport.

The author, who is a professor of physical education at Teachers College, Columbia University, develops the text along defined educational periods: The Colonial Period (1609-1781), the Provincial Period (1781-1885), the Climax and Wane of European Influence (1885-1918), and American Physical Education (1918-).

Each of these periods is nicely outlined and discussed. The leading figures, and the outstanding trends, activities, and organizations are expounded interestingly and authoritatively, and their influence on the whole movement explained.

The entire treatment stresses ideas and movements so important in terms of the changing scene of the New World. The book is illustrated with old prints and contemporary photographs.

GET TOUGH! (How to Win in Hand-to-Hand Fighting.) By Captain W. E. Fairbairn. Pp. 121. Illustrated—drawings. New York: D. Appleton-Century Co. \$1.

TOUGH isn't the word for the system of close-combat fighting described in this book. It's pure unadulterated mayhem—with no holds barred.

Here's a book that shows you how, with your bare hands, you can toss an assailant into the middle of next year or, if you prefer, into the next world. The *modus operandi* is the Fairbairn system. It is frankly designed for use in personal emergencies, where an opponent is coming at you with intent to maim.

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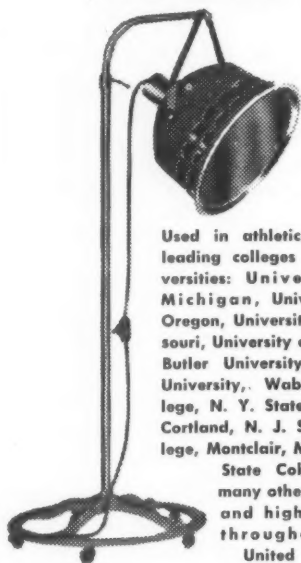


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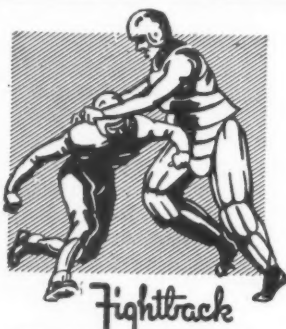
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jitsu, Chinese "boxing" and a few other uninhibited arts of the author's own invention. It is simple and works with terrible effectiveness. It is the approved standard instruction for the British forces. At present Captain Fairbairn is in the United States, on loan from the British Army, teaching it to U. S. Army instructors.

The book is organized into seven sections: blows, releases, holds, throws, use of the knife, the smatchet (a bayonet—bowie-knife-like weapon), disarming an opponent of his pistol, and miscellaneous advice.

Each of these sections contains methods which have proven their worth in actual practice. Some of them are pretty shocking, but, as the Captain says, you can't afford to be squeamish with a fellow who's coming at you with evil in his eye and a weapon in his hand. This is no time for fastidious etiquette. There is but one criterion for a defensive trick—does it work.

All in all there are 30 such tricks in *Get Tough!* Each is completely expounded and illustrated with a full page of drawings.

FUNCTIONAL FOOTBALL (Second Edition). By John DaGrosa. Pp. 320. Illustrated—photographs and diagrams. Philadelphia: W. B. Saunders Co. \$3.

IN THIS second edition, not much has been done to DaGrosa's great text, for a book like *Functional Football* is ageless. In it you'll find practically every strategic maneuver of individual and cooperative play; the strengths and weaknesses of the fundamentals of all systems and how to use them.

The book has not been refurbished so much as added to. In the second edition, you'll find a brand new chapter on six-man football and about 100 new pictures and diagrams. What changes there are in the actual text mostly concern the objects of certain techniques and fundamentals as kicking, passing, shifts, special defenses, etc.

For all-round purposes. *Functional Football* is still the all-America text.

QUESTIONS AND ANSWERS ON THE 1942 FOOTBALL RULES. Edited by E. C. Krieger. Pp. 88. Illustrated—diagrams. \$1.

THE panjandrum of football rules interpretation, E. C. Krieger, is out with his 12th annual "open sesame" to the rules book. The latest edition contains 195 questions and answers covering every conceivable principle of the rules.

All answers and references are based on the 1942 coaches and officials edition of the official N.C.A.A. rules. Questions requiring a different ruling under the National Federation (high school) code are asterisked at the end of the answer and interpreted in a special section at the back of the book.

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The standard guide for Cheerleaders and Athletic Directors. This unique book—the only one of its kind in the world—contains:

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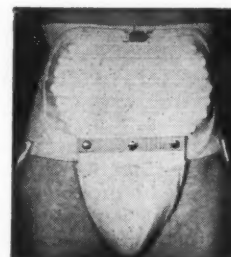
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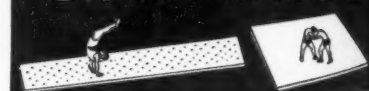
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Guaranteed to give good wear
Also flags, tents and canvas covers
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Write for Prices.

A. MAMAUX & SON
120 Blvd. of Allies Pittsburgh, Pa.

National Federation News

(Continued from page 41)

One of the causes for the high cost of athletic equipment is the loss due to bad credit or to debts which must be carried for a great length of time. Many school athletic departments are very negligent in this respect. In a number of cases, the school authorities have deliberately allowed athletic equipment bills to accumulate until the end of the school year or even longer. The intention is to take care of all of these at one time after the close of the school year.

This policy merely prolongs the painful operation of paying. Practices of this kind tend to force such departments under the credit regulations, which usually mean the use of many report blanks, financial forms and other records which take time and involve added bookkeeping expense.

All this can probably be avoided if school athletic departments will insure a high-credit rating through a system of bookkeeping which will effectuate prompt payment of accounts.

From the states

Tennessee: After many years of top-flight service, F. S. Elliott, principal of Whitehaven High School, is resigning the secretaryship of the state secondary school athletic association due to the pressure of his school duties. During his tenure, the association has grown in strength and its services have been greatly extended. In recent months, the retiring secretary has been influential in expanding the Whitehaven school system to meet war-time needs. This includes the introduction of vocational courses for the training of workers in airplane plants and other war industries. C. P. Ferguson, principal of DuPont High School at Old Hickory, will take over Mr. Elliott's office.

Illinois: C. W. Whitten has resigned as secretary of the state high school association after 21 years of service. A. W. Willis, assistant secretary for the past two years, takes his place. Mr. Whitten, who will remain in an advisory capacity as a part-time officer, was the first full-time executive officer of a state high school association, his appointment going back to 1922.

New Mexico: At a recent meeting of the state high school association, Owen O. Sabin was elected secretary-treasurer to succeed Mr. Emery.

Kentucky: Several very important changes in the constitution and by-laws were adopted at the last meeting of the state group. The Board of Control was increased from six to seven, with the further provision that the association officers shall be elected for a two-year term and that the four directors shall not be immediately

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☐ Information on Gym Mats

BECTON, DICKINSON (31)

☐ Ace Athletic Manual
☐ Uses of Ace Adherent

BIKE WEB (19)

☐ Information on Athletic Supporters
☐ Film Available for Booking, "Taping Technique"

CEDAR KRAFT (48)

☐ Information, Score Boards

CHAMPION KNITWEAR (48)

☐ Catalog

CONVERSE RUBBER (23)
☐ Catalog, Basketball Shoes

MARTIN DENNIS (47)

☐ Information on Leather Conditioner

DENVER CHEMICAL (3)

☐ Handbook, "Athletic Injuries"

FULD BROS. (44)

☐ Sample, "Anti-fect" (for Athlete's Foot)

MARTY GILMAN (40-4-6)

☐ Catalog, Football Field Equipment

P. GOLDSMITH (4)

☐ Catalog

HILLYARD SALES (35)

☐ Catalog on Floor Treatment and Maintenance
☐ Basketball Chart and Score Board

HYNSON, WESTCOTT & DUNNING (37)

☐ Information, "Mercurachrome"

RICHARD M. JOHNSON (46)

☐ Individual Embroidered Name Plate

KAHNFAST ATHLETIC FABRICS (27)

☐ Swatches, Twill-Satins

KNOX-GELATINE (28)

☐ Build-Up Plan

☐ Weight Charts How Many?

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(See Inside Front Cover)

☐ Catalog on Sports Nets

(Numbers in parentheses denote page on which advertisement may be found)

ON PAGE 48 ARE OTHER LISTINGS AND FORM FOR SIGNATURE

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(See page 47 for other listings)

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Has your school a pre-flight aviation course Position of instructor in charge

NAME POSITION
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SCHOOL ENROLLMENT

CITY STATE

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September, 1942

eligible to succeed themselves. The present Executive Committee is composed of: Russell Bridges, president; W. B. Owen, vice-president; Theodore A. Sanford, secretary-treasurer; and John Dotson, J. Matt Sparkman, C. H. Purdom, and H. B. Gray, directors.

Another rule limits the number of basketball games per season, prior to the district tournaments, to 20.

Montana: Northwestern states are finding it very difficult to operate an interscholastic program in the face of current transportation limitations. The casualty list "for the duration" includes: the discontinuation of the interscholastic track and field meet at Missoula; the limitation of Class C football to divisional championships; the elimination of trophies and medals by the state association; and the discontinuation of the state championship basketball tournaments.

Although R. H. Wollin has shifted as superintendent from Miles City to the Kalispell elementary schools, he will continue to serve the state association as secretary.

New York: In the recent referendum on the eligibility rule which permits certain athletes to participate after graduation, the schools voted 319 to 114 to retain it. At the same time, by a vote of 242 to 182, they turned down a plan for the registration of athletic officials.

The athletic protection plan has been recently incorporated and now operates as a separate company under the state insurance laws. Mrs. F. R. Wegner, who, during the pioneering work, had charge of most of the management details, was elected executive secretary in charge of the plan's operation.

Governor Lehman's veto upset a bill that would have authorized a hospitalization feature and an extension of the plan to any high school or grade school student. However, coverage will be extended to all physical education activities in grades seven through twelve. This includes intramural teams and regular physical education classes.

Iowa: One of the features of the coaching school sponsored by the state high school athletic association this summer was the outlining of the training course used in conditioning men in the naval air service camps. Representatives from the Naval Pre-Flight School at the University of Iowa demonstrated training methods.

Georgia: High school athletics will operate under many handicaps this year. The first serious blow was the tire-rationing edict. Then, just when most schools had made arrangements with private cars to transport athletic teams, along came the gas-rationing laws. Railway connections are not satisfactory and the expense of transporting teams too great in proportion to the income from gate receipts. As a result, many interscholastic schedules will be greatly curtailed.

—H. V. PORTER

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GOOD HEALTH is the foundation of our nation's strength. You can serve your country best and improve your own opportunities for achievement by keeping in first class physical condition. The "basic training station" for this is right in your own home. Your Government counts on the home training table to do the basic job in physical fitness among young people of the nation. Be sure you get enough of the essential foods every day. The series of food lessons which will appear in forthcoming issues of Scholastic Magazines will be based on the official food rules adopted for the national nutrition program of the Office of Defense Health and Welfare Services. I am glad to commend them to your attention.

Paul V. McNutt

EAT NUTRITIONAL FOOD * * U.S. NEEDS *US* STRONG

Every day, eat this way

MILK & MILK PRODUCTS... at least a pint for everyone—more for children— or cheese or evaporated or dried milk.	ORANGES, TOMATOES, GRAPEFRUIT ... or raw cabbage or salad greens—at least one of these.	Green or Yellow VEGETABLES ... one big helping or more—some raw, some cooked.	OTHER VEGETABLES, FRUIT ... potatoes, other vegetables or fruits in season.
BREAD & CEREAL... whole grain products or enriched white bread and flour.	MEAT, POULTRY or FISH ...dried beans, peas or nuts occasionally.	EGGS... at least 3 or 4 a week, cooked any way you choose—or in "made" dishes.	BUTTER & OTHER SPREADS ... vitamin-rich fats, peanut butter, and similar spreads.



Then eat other foods you also like

OFFICE OF DEFENSE HEALTH AND WELFARE SERVICES. PAUL V. McNUTT, DIRECTOR, WASHINGTON, D. C.

NO. 1 in a series of eight posters in SCHOLASTIC MAGAZINES. Watch for No. 2, Milk and Cheese in your diet.



Where Are They Now?

We all know where they are and what they have been doing—giving a good account of themselves, no matter how tough the going. They couldn't do otherwise—they were good soldiers before they joined the Service—conditioned and disciplined on the playing fields of America.

Keep those playing fields open and filled with boys—face and lick obstacles—that's what your lads are doing "Over There."

"Keep 'em playing in the World of Sports"

Ivory System

RECONDITIONERS
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